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Издание состоит из пяти разделов, включающих подготовку презентации и реферата, тексты экологической и экономической направленности, грамматический справочник по разделам “Местоимения”, “Модальные глаголы”, “Герундий”, материалы по теме “Деловые контакты”. Имеются ключи к заданиям.

Пособие предназначено для самостоятельной работы студентов экономических специальностей, слушателей системы переподготовки и повышения квалификации. Может быть использовано широким кругом лиц, изучающих английский язык.

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Для динамично развивающегося современного общества особенно актуальна задача подготовки специалиста, готового к непрерывному процессу образования, способного к дальнейшему самообразованию и самосовершенствованию. Сегодня одним из важнейших компонентов содержания образования по иностранному языку является обеспечение самообразовательной компетенции, т. е. способности поддерживать и повышать в процессе самообразования уровень владения иностранным языком.

Процесс формирования навыков и развитие умений самостоятельной работы осуществляется через обучение рациональным и эффективным приемам и способам учебной деятельности. Это приемы, формирующие общие учебные умения работать с текстовым материалом, делить его на логические части, составлять план, тезисы, осуществлять смысловую компрессию, аргументировать, аннотировать и реферировать. В рамках коммуникативно ориентированного подхода к изучению иностранного языка особое значение приобретает умение публично выступать. Следовательно, необходимо применить приемы и способы формирования навыков подготовки монологического иноязычного высказывания.

Основным видом самостоятельной работы студента является чтение текстов, отбор и усвоение лексики по специальности, а также выполнение заданий по извлечению из текста содержательной информации. При этом материалы для чтения должны носить профессионально ориентированный характер и способствовать формированию готовности читать и понимать аутентичные тексты.

Пособие состоит из пяти разделов и трех приложений. В первом и втором разделах содержатся информация и методические рекомендации по составлению презентаций и рефератов, даются образцы презентаций, вводные фразы для выделения этапов презентации, словмаркеры, используемые для логического связывания частей презентации, объясняются этапы составления реферата. Третий раздел представлен текстами, предназначенными для формирования навыков просмотрового и поискового чтения, наиболее востребованных специалистами в современном информационном пространстве. В четвертом разделе освещаются грамматические явления, встречающиеся как в бытовой, деловой разговорной речи, так и в экономических и внешнеторговых текстах и документах. В пятом разделе содержится специально отобранный методический, языковой и речевой материал по теме “Деловые контакты”.

## 1. ПРЕЗЕНТАЦИИ

Умение публично выступать, бесспорно, является одним из необходимых профессиональных качеств современного специалиста. В последнее время широкое распространение получил такой вид публичного выступления, как презентация (от лат. *praesentatio* – представление, предъявление). Современная презентация – это представление аудитории чего-либо нового, малоизвестного либо неизвестного для определенной категории слушателей с определенными целями. Различают следующие виды презентаций:

- *Презентация организации (фирмы, акционерного общества, компании и т. п.).* Целями такой презентации являются создание имиджа фирмы среди деловых кругов, создание или воссоздание благоприятного образа фирмы, реклама имени фирмы.

- *Презентация товара или услуги.* Цели такой презентации – информирование о новом товаре или услуге на рынке, ознакомление потребителей с новыми возможностями товара или услуги и т. д.

- *Презентация проекта.* Цель этого вида презентации – информирование о каком-либо проекте, выявление обратной связи по отношению к нему, поиск заинтересованных лиц в поддержке, разработке и реализации проекта.

- *Презентация объема и содержания выполненной работы (отчет).* Цель – ознакомить, представить определенной узкой группе людей результаты работы.

- *Презентация плана будущих работ.* Такая презентация аналогична предыдущему виду презентаций, только объектом здесь выступают будущие работы организации или личности. Целями ее могут являться информирование определенного круга лиц о предполагаемых работах, их описание для критического анализа и изменения объекта презентации.

Для самостоятельной работы студентов по иностранному языку в качестве первичной отобрана презентация университета, его подразделений и различные сферы их деятельности (приложение А).

Структурно презентация состоит из введения, основной части и заключения.

*Введение.* В самом начале презентации необходимо представиться и сообщить тему презентации. Далее описывается цель презентации и сколько основных пунктов она содержит. Для привлечения внимания аудитории рекомендуется употребить какую-либо цитату, пословицу или поговорку, связанную с темой презентации, если это уместно и способствует отражению основной мысли презентации (приложение Б).

*Основная часть* состоит из двух-четырех пунктов плана. Согласно плану раскрывается содержание обозначенных пунктов. Презентация должна быть подготовлена простым языком и в логической последовательности. Рекомендуется использовать слова-маркеры, подсказывающие *что* вы уже сказали и о чем собираетесь говорить. По мере раскрытия темы осуществляется повторение основной мысли с использованием полезных вводных и связующих слов.

*Заключение.* Презентацию принято заканчивать либо обзором основных позиций беседы, либо ссылкой на начало презентации в зависимости от того, достигнет ли отобранная информация поставленной цели.

Обязательным элементом устной формы презентации являются ответы на вопросы по содержанию презентации. В учебных целях эти вопросы могут быть подготовлены заблаговременно выступающим студентом и распределены между студентами группы. Другой способ подготовить этот этап презентации – заранее ознакомить студентов с письменной формой презентации и предложить им составить вопросы. Несомненно, приветствуются вопросы неподготовленные, спонтанно возникающие в результате проведения презентации, что и является в конечном итоге коммуникативной целью обучения иностранному языку. Однако чтобы исключить вероятность слишком долгих пауз и обеспечить активную работу всех студентов во время проведения презентации, рекомендуется подготовить вопросы предварительно.

Для создания презентации необходимо выполнить следующее:

- Выбрать тему презентации.
- Определить цель презентации.
- Составить план.
- Подобрать информацию по теме согласно плану и цели.
- Продумать, какие визуальные средства будут использованы (например, фотографии, рисунки, таблицы, мультимедийные средства для электронной версии и т. п.).
- Написать содержание презентации на русском языке. Отдельно подготовить информацию для визуальных средств.
- Прочитать и выбрать ту информацию, которая соответствует поставленной цели.
- Перевести текст презентации на английский язык. Можно использовать электронный переводчик.
- Прочитать текст презентации, проверить структуру предложений. Они должны быть разнообразными. Исправить лексико-грамматические ошибки.

- Подготовить папку презентации, оформив ее согласно теме выступления. Постараться сделать часть, обращенную к аудитории (последнюю страницу), оригинальной и запоминающейся.

- Потренироваться делать презентацию перед воображаемой аудиторией. Стараться как можно реже смотреть в свои заметки. Выучить первые фразы наизусть.

- Повторять до тех пор, пока не почувствуете себя уверенно.

Для выделения этапов презентации можно использовать следующие вводные фразы:

- Let me introduce myself.
- The aim of my talk is to ... .
- First of all, ... .
- I'd like to draw your attention to ... .
- My second point is ... .
- Thirdly, ... .
- As you know, ... .
- In conclusion, ... .
- Thank you for your attention.
- Now, if you have any questions ... .

Для логического связывания частей презентации можно использовать следующие слова-маркеры:

- *Therefore* – по этой причине, вследствие этого, поэтому, следовательно (syn: *thus* – таким образом, итак, соответственно; *hence*).

- *Because* – потому что, так как (syn: *due to* – благодаря, вследствие, в результате, из-за; *owing to* – из-за, вследствие, благодаря, по причине).

- *In addition* – вдобавок, в дополнение к, кроме того, к тому же.

- *In contrast* – в противоположность чему-либо, по сравнению с чем-либо (syn: *in comparison with* – в сравнении с).

- *Moreover* – сверх того, кроме того (syn: *besides, further*).

- *For example* – например (syn: *for instance*).

- *Consequently* – следовательно, поэтому, в результате, вследствие (syn: *therefore, hence, so*).

- *Nevertheless* – тем не менее, однако, несмотря на, все-таки (syn: *in spite of that, however, yet*).

- *Finally* – в заключение, в конечном счете, в конце концов (syn: *in the end, lastly*).

## **Образцы презентаций**

### ***Presentation 1***

Good afternoon. For those of you who don't know me, let me introduce myself. My name is John Blake and I am the marketing executive for DGC. The aim of my talk is to give you some information about the sales situation for the company at the moment. I have three main points to make...

First of all, may I say that our United Kingdom (UK) results over the last two years have been excellent. This is mainly thanks to the contribution that everybody in this department has made...

My second point is to do with our sales in Europe. I'd like to draw your attention to this chart. As you know, growth has been most rapid in Scandinavia and the North. We now have to look at the Mediterranean markets and see if we can adapt our approach to...

Thirdly, and as always, we need to consider the political situation in the Ukraine and Georgia. These markets are still very risky and we are proceeding slowly. Results are beginning to look far more promising now that...

In conclusion, I'd like to end by summarising my three main points and raising three questions. Point one: we are maintaining our hold in the UK market but there seems to be very little room for expansion. Where do we go from here? Point two: there has been steady growth in...

Thank you for your attention. Now, if you have any questions, I'll be pleased to answer them.

### ***Presentation 2***

Good afternoon. My name is Maria Bellini and I am training director for ELX. I would like to talk about future possibilities for language training. There are various points we have to consider before we...

Firstly, we need to look at who needs language training within our companies. I'd like you to look at the figures on table number one. As you see 55% of our employees already speak a second language. However, if we look at the departments they work in...

Secondly, we need to consider what facilities we are using for language training. You all know that our Barcelona branch has been using a new training system incorporating Compact Disc systems. So far, the results are not clear, but it seems...

My third and final point is budgeting. We currently spend \$1.25 million a year on all forms of training. This divides up as follows. About a quarter of a million... I would like to end by summarising my points so far and by emphasising certain points which must be considered before any commitment is made. I think the amount we currently spend on training doesn't really reflect our needs, which have increased. If we think about the fact that just in the next six months we're going to set...

Thank you for listening so attentively. If anyone has any questions, I'll be happy to answer them.

## 2. РЕФЕРАТ

### Методика написания реферата

*Реферат* (от лат. *referre* – докладывать, сообщать) представляет собой доклад на определенную тему, включающий обзор соответствующих литературных и других источников или краткое изложение книги, статьи, исследования, а также доклад с таким изложением.

Таким образом, реферат – это сокращенный пересказ содержания первичного документа (или его части) с основными фактическими сведениями и выводами.

Подготовка рефератов способствует формированию лингвистической компетенции будущего специалиста, закреплению языковых знаний, развитию умений и навыков самостоятельного перевода разноплановых текстов.

Процесс написания реферата включает:

- выбор темы;
- подбор текстов, газетных статей, специальной литературы и иных источников, их изучение;
- составление плана;
- написание текста работы и ее оформление;
- отбор ключевых слов и их перевод на русский язык.

Рефераты пишутся по темам, изучаемым согласно программе. Однако рекомендованная тематика рефератов является примерной (приложение В). Студент при желании может сам предложить ту или иную тему, предварительно согласовав ее с преподавателем.

Работу над рефератом следует начинать с общего ознакомления с темой. После этого необходимо изучить литературные и иные источники, рекомендованные преподавателем. Однако перечень источников не должен связывать инициативу студента. Можно использовать

самостоятельно подобранные работы. Особенно внимательно необходимо отнестись к новым публикациям по избранной тематике, в том числе к журнальным статьям. В процессе изучения литературы рекомендуется делать выписки, постепенно группируя и накапливая теоретический и практический материал. План реферата должен раскрывать название работы.

## Структура реферата

Реферат, как правило, состоит из *введения*, в котором кратко обосновывается актуальность, научная и практическая значимость избранной темы, *основного материала*, содержащего суть проблемы и пути ее решения, и *заключения*, где формируются выводы, оценки, предложения.

Обязательной частью реферата по иностранному языку является подбор тематических ключевых слов. Слова должны располагаться в алфавитном порядке, иметь транскрипцию и перевод на русский язык в том значении, в котором они даны в контексте данного реферата. Количество слов – не менее 30. Не допускается включать слова, имеющие идентичное фонетическое оформление в обоих языках (например, *economic* – экономический), местоимения, причастия, герундий, союзы, предлоги. Существительные указываются в единственном числе без артиклей, прилагательные – в положительной форме, глаголы – в форме инфинитива с частицей *to* (*to provide* – обеспечивать).

Изложение материала должно быть кратким, точным, последовательным. Необходимо употреблять экономические термины, избегать непривычных или двусмысленных понятий и категорий, сложных грамматических оборотов. Термины, отдельные слова и словосочетания допускается заменять принятыми текстовыми сокращениями, смысл которых ясен из контекста. Рекомендуется включать в реферат схемы и таблицы, если они помогают раскрыть основное содержание темы и сокращают объем работы.

Объем реферата – от 5 до 8 страниц формата A4, шрифт Times New Roman, размер 14 пунктов, интервал полуторный.

На титульном листе указываются название университета, кафедра, полное наименование темы реферата, фамилия и инициалы студента, а также ученая степень, звание, фамилия и инициалы преподавателя, а в самом конце ставятся дата написания работы и личная подпись.

Особое внимание следует уделить оформлению списка источников. Необходимо указывать фамилию и инициалы автора, название книги, место и год ее издания, страницу, с которой взята цитата. Для



статей из журналов, сборников указывают фамилию и инициалы автора, название статьи, затем название журнала или сборника статей с указанием года издания и номера (или выпуска). При ссылке на газетную статью кроме названия и года издания указывают дату. Информацию, используемую из Интернета, также необходимо вносить в список источников, при этом указываются интернет-страница и дата доступа.

Содержание реферата студент излагает на занятии. Предварительно подготовив тезисы доклада, студент в течение 5–7 мин должен кратко охарактеризовать основные положения своей работы. После доклада автор отвечает на вопросы. На основе обсуждения студенту выставляется соответствующая оценка.

### 3. ТЕКСТЫ ДЛЯ ЧТЕНИЯ

Данные тексты предназначены для формирования навыков просмотрового и поискового чтения – наиболее актуальных и востребованных навыков, необходимых специалистам в современном информационном пространстве.

Просмотровое чтение предусматривают чтение наиболее важных частей текста, чтобы достичь понимания основного содержания прочитанного. Необходимым является умение вычленить составные части текста, так как это дает представление о том, какая часть текста является самой важной для определения основной идеи текста.

Чтобы быстро получить представление о содержании текста, следует его прочитать в нижеуказанной последовательности:

- заголовок и подзаголовок текста;
- введение;
- первое и последнее предложения в основной части текста;
- заключение.

При поисковом чтении текст просматривается бегло с целью нахождения нужной информации (например, названий, имен, дат, определенных фраз).

Навыки просмотрового и поискового чтения проверяются с помощью следующих заданий:

- осуществить множественный выбор (например, *Choose the best answer* или *Choose the best explanation according to context*, или *Find words or phrases in the text which mean much the same as the following*);
- придумать краткие ответы (например, *Answer these questions using only short form answers*);

- ответить на вопросы (например, *Answer the following questions briefly. Use one complete sentence for each answer*);

- вставить пропущенные слова или словосочетания (например, *Complete the sentences* или *Choose one or two words from the passage for each answer*).

## **Pattern Text**

### **NATURE SO-CALLED<sup>1</sup>**

Nature is not what it used to be. Or at least that is what we may think, when we look at the way humans and their technologies have treated nature. When we speak of “nature,” however, we are essentially talking about our relationship with nature, never nature itself. What we refer to as “nature” or “natural” has always been as much about what we see, as it is about what we think is “out there.” And trying to bring nature into view is equally ambivalent. Images of nature cannot be taken at face value either. It is not the straightforward case of “what we see, is what we get.”

If our relationships with nature are at the heart of our perceptions, images of nature will hold a key in showing us “nature so-called.” Behind different images of “nature” lie diverse perceptions of what we call nature. One cannot view the world “natural or otherwise” without some form of perceptual bias. As we try and picture “nature so-called,” we can learn from cultural anthropology: that where we draw the line between “nature” and “non-nature” is always culturally constructed and changes over time. It is that line which, at best, we can try and make visible.

So what is nature and what is not, has always (and will be) a matter of contention. Nature remains an issue which can be looked at, literally. And in today’s “technological culture,” the images and words we use to capture “nature so-called” reveal that technology and media are as much part of our ecology as is “nature.” In fact, the whole relationship between what we categorise as “nature” and what we call “culture” may have to be rethought, in the light of our current ability to manipulate both. In the age of genetic engineering, artificial beaches and virtual environments, what we used to call “nature” has become an object of human design. In our world, so-called “nature” has become a cultural construct (whilst “culture” has become “technological”).

Today we have many images of nature. But perhaps more fundamental-

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<sup>1</sup> Written by Michiel Schwarz, published in Next Nature Paperback, 2005 and presented at Visual Powershow 20 January.

ly, we also have many “natures” that make up our environments. Multiple natures which co-exist alongside one another, or that fuse into hybrids, or compete. Exploring and depicting these “natures,” confronts us with different kinds of landscapes and realities. Multiple images of multiple natures expose the “new ecology” in which we now find ourselves, at the beginning of the twenty-first century. And by speaking of “Next Nature” we can try and follow how the social meanings of so-called nature is changing over time. We can track the dynamics of so-called nature, yet never pin down what nature “really” is.

Whilst we may be concerned about the environmental consequences of our modern life-styles we cannot take pristine nature as our singular reference point. It is in the context of contemporary “technological culture” that we have to debate so-called nature. Far from proclaiming “the end of nature,” it prompts us to reflect critically on the ways we wish to design nature into our environments, our life-styles, and our experiences. What is nature and what is not may not be the real issue. Rather, “nature so-called” can shift our attention to one of the key questions in cultural environmental politics: What kind of nature do we want?

### **Tasks to text**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) various images of nature;
- b) our relationships with nature;
- c) pristine nature;
- d) environmental consequences of modern lifestyles.

2. *The main idea of passage 2 is that...*

- a) it's not possible to see the world unbiased;
- b) our perception of nature depends on culture;
- c) nature changes over time;
- d) our relations with nature are very important in understanding it.

#### **2. Answer these questions using only short form answers.**

- 1. Is nature the same? (No, it is not.)
- 2. Do technology and media as well as nature belong to ecology? (Yes, they do.)

3. Will nature be a matter of debate for long? (Yes, it will.)
4. Can we determine what nature is? (No, we cannot.)
5. Does the context of contemporary “technological culture” tell us about “the end of nature”? (No it does not.)

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What do we have to talk about when we speak of “nature”?
2. What do we call nature?
3. How does the relationship between “nature” and “culture” have to be reconsidered?
4. What are our environments formed of?
5. What reference points should be taken into consideration while thinking of the environmental consequences of our modern life-styles?

**4. Choose the best explanation according to context.**

1. *Face value* means...

- a) value shown on a banknote;
- b) apparent value of something;
- c) quality of being useful;
- d) standards.

2. *At the heart of* means...

- a) basically;
- b) completely and willingly;
- c) central part;
- d) from memory.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Speculate (think, reflect).
2. Dual, controversial (ambivalent).
3. In view of (in the light of).
4. Investigating, studying (exploring).
5. Worry, be anxious (be concerned).

### **3.1. ТЕКСТЫ ПО ТЕМЕ “ЭКОЛОГИЯ”**

#### **Text 3.1.1**

#### **EUROPEAN UNION CAN AFFORD TO INCREASE ITS CLIMATE AMBITION (PART 1)**

The European Union (EU) is not doing enough to deliver meaningful cuts in its emissions, says Bryony Worthington. She says the economic recession has resulted in a sharp fall in emissions, meaning the 27-nation bloc can hit current targets with little effort and little investment in green technologies.

Emissions in the European Union fell dramatically in 2009. Recently released figures for the 27-nation bloc's power and industry sector, which makes up half of all carbon dioxide emissions, showed an 11% decrease in just one year. The previous year had already seen a 6% drop compared to the year before. This dramatic drop in emissions is down to the impact of economic recession. As belts tightened, demand for energy fell and many factories saw production levels go into steep decline. This is not good news for Europe, but there would be a silver lining for the environment if it led to the adoption of more ambitious climate targets.

The environment will not necessarily benefit unless tighter targets are introduced, because the EU climate policy is pegged to the Emissions Trading Scheme. Since 2005, emission levels in the EU have been pre-determined with fixed numbers of emissions allowances being created and handed out to industry. The problem is the caps on emissions were set before there was any sign of recession, and the number of allowances that have been issued exceed current emission levels. As allowances can be banked indefinitely, pollution levels will be able to grow back up to the level set by the overall “cap.” The caps are meant to create incentives to reduce emissions because allowances can be traded between participants. The price someone is willing to pay to buy a permit creates an incentive for someone else to reduce emissions in order that they can sell the spare permits.

Like any market, this depends on the balance between supply and demand – too much supply and the prices will be low. An unanticipated drop of 17% over two years is, understandably, keeping prices low. The current caps that were set back in 2006 were never very ambitious and a new round of caps for the period 2012–2020 will be decided in June of this year. The current proposals are also far from ambitious. Caps are set to reduce emissions by only 1.74% per year, delivering a 21% reduction by 2020 from 2005 levels. This is not in line with the contribution Europe is

expected to make towards reducing global emissions, which should be in the range of 25–40% compared to 1990.

The recession has provided a very clear reason to increase these targets. As large volumes of spare permits expected to be banked into the next phase of trading, the cost of meeting higher targets will be significantly reduced. Many companies will hold huge surpluses of allowances, meaning that they will be insulated from having to make any emissions cuts for some time to come.

Bryony Worthington is a founding director of Sandbag, an environmental non-governmental organization (NGO) that focuses on emissions trading.

### **Tasks to text 3.1.1**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) EU climate policy;
- b) the Emission Trading Scheme;
- c) the balance between supply and demand;
- d) reducing emissions.

2. *The main idea of passage 2 is that...*

- a) allowances have been fixed;
- b) the caps were set before recession;
- c) one can sell spare permits the caps are meant to create;
- d) incentives to reduce emission.

#### **2. Answer these questions using only short form answers.**

- 1. Has the recession provided a reason to increase the targets?
- 2. Were the caps on emissions set before recession?
- 3. Does the price to buy a permit create an incentive to reduce emissions?
- 4. Will the prices be high if there is too much supply?
- 5. Is the EU doing enough to cut emissions?

#### **3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. Why did the emissions drop?
- 2. What have been done to decrease emissions?

3. What depends on the balance between supply and demand?
4. What is keeping prices low?
5. How many spare permits are expected to be banked into the next phase of trading?

**4. Choose the best explanation according to context.**

1. *Banked* means...

- a) be placed in a bank;
- b) be stored in a bank;
- c) be formed into banks;
- d) travelling with one side higher than the other.

2. *A silver lining* means...

- a) good material;
- b) bad material;
- c) good thing;
- d) bad thing.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Objectives, total.
2. Permits.
3. Covers.
4. Acceptance.
5. Make less, decrease.

**Text 3.1.2**  
**EUROPEAN UNION CAN AFFORD TO INCREASE**  
**ITS CLIMATE AMBITION (PART 2)**

The EU is not doing enough to deliver meaningful cuts in its emissions, says Bryony Worthington. She says the economic recession has resulted in a sharp fall in emissions, meaning the 27-nation bloc can hit current targets with little effort and little investment in green technologies.

Our recent Carbon Fat Cats' report illustrated just how much money the surpluses held by large multinational companies could be worth. Many of the same companies and sectors that are amassing large surpluses are actively lobbying to hold targets where they are. But decision makers need to look at the evidence and resist the arguments of those who are trying to protect the status quo.

The recession, coupled with the trading scheme, gives the EU an excellent opportunity to increase its ambition without unduly damaging its competitiveness.

This would help to ensure that there were strong incentives for our growth out of recession to be green, and would help to restore trust in international negotiations.

The outgoing head of the United Nations' climate body, Yvo de Boer, recently stated that it would be a "piece of cake" for Europe to meet its current targets; and he is not wrong. Huge cuts in emissions were made in the 1990's as accession countries' economies collapsed after the fall of the Soviet Union. The "dash for gas" by energy providers in the 1990s saw the sector move away from coal, which is the most carbon intensive form of electricity generation. This also helped deliver big savings. And in this decade, more huge cuts are being delivered that have nothing to do with dedicated climate policies. What little there is left to deliver in the next decade could simply be met by using the generous "offsetting" provisions available to companies and countries. This allows targets to be met through buying emissions reductions achieved in developing countries.

Many countries are looking to Europe to show how it is possible to achieve growth without increasing emissions. Only when they see that this is possible will they be inclined to adopt absolute reduction targets of their own. The argument that we need to keep our targets where they are in order to allow us to grow out of recession simply serves to strengthen developing countries' concerns that we are not serious about being able to decouple emissions from economic growth. When decision makers meet in June to decide the emissions targets for the EU in the next decade, the only logical thing to do is to increase them. Then the silver lining of these recent falls in emissions will be genuine. Investors in Europe will have a clear signal that growth in the EU will be through green investment; and our economy will be all the stronger for it, both in the short and the long term.

Bryony Worthington is a founding director of Sandbag, an environmental NGO that focuses on emissions trading.

### **Tasks to text 3.1.2**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) Carbon Fat Cats' report;
- b) the recession coupled with the trading scheme;



- c) incentives to be green;
- d) buying emissions reductions.

2. *The main idea of passage 4 is that...*

- a) energy providers deliver mostly gas;
- b) climate targets are easy to meet;
- c) it is necessary to use “offsetting” provisions;
- d) big savings were due to electricity generation.

**2. Answer these questions using only short form answers.**

- 1. Are many companies lobbying to meet targets?
- 2. Does the recession contribute to the EU’s ambition?
- 3. Would it be hard for Europe to meet its current targets?
- 4. Do cuts have to do with climate policies?
- 5. Is it logical to decrease emission targets?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. What do decision makers need to do?
- 2. How can trust in international negotiations be restored?
- 3. Why were cuts in emissions made in the 1990’s?
- 4. When are decision makers going to decide the emissions targets for the EU?
- 5. What will the growth in EU be through?

**4. Choose the best explanation according to context.**

1. *Green technologies* mean...

- a) new technologies;
- b) developed technologies;
- c) high-tech technologies;
- d) favourable for environment.

2. *Status quo* means...

- a) legal position;
- b) evidence of social rank;
- c) book containing statutes;
- d) the existing state of affairs.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Drops.
2. True.
3. Joined together, united.
4. Pile, collect.
5. Very easy and pleasant work.

### **Text 3.1.3**

#### **BE SELECTIVE WHEN YOU SWITCH**

Supporting a bona fide supply of renewable electricity can offer huge reductions in CO<sub>2</sub> emissions. But are all “green” deals what they seem? You might think switching to “green” electricity means your supplier will provide you with zero-emissions electricity from renewable sources like solar, hydro and wind power rather than coal and gas. In reality, it’s more complicated. So complicated that it’s hard to tell if your extra money would make any difference whatsoever. In fact, some green tariffs do little more than help power companies meet their legal obligation to make 9% of their electricity from renewables.

You’ll be glad you hear someone’s looking into this messy situation. Industry regulator Ofgem is conducting a high-level review of green tariffs, to be published in the coming months. So is there any point in signing up before then? What is a green tariff?

A green tariff is, in theory, one where some of your money pays for an energy provider to add extra units of electricity from renewable sources to the grid. In reality, tariffs can be labelled “green” if a company supports a broad range of environmental projects that may or may not reduce carbon.

Our emissions from “brown” electricity – electricity generated by burning fossil fuels – are a big contributor to climate change. In fact, electricity generation accounts for a third of the UK’s climate impact, and Britain’s biggest power station pumps out more CO<sub>2</sub> in a year than the 100 least-industrialised nations combined – so there’s no question we should do something about it.

But given the complexities of tracking whether your money goes into extra green energy generation or not, it’s difficult to say how much of a difference switching to a green energy tariff makes – if any. A report by the National Consumer Council claims that even the better green energy tariffs are far from carbon neutral – in fact, giving up meat could save 15 times as much CO<sub>2</sub> as switching electricity tariffs.

Signing up to a green tariff sends a message to your power provider that you are concerned about your impact on the climate, and that may be a good thing in itself. Whether it will actually change anything in the short term is debatable. If you switch to a green tariff today, the power supply to your home will still come from the same mix of traditional and renewable sources. But, some suppliers will add one unit of electricity generated from renewable sources to the grid for every unit of electricity you use. Sounds reasonable so far, so why the reservations?

Well, what if your supplier already provides more green energy than is requested by their customers? All they'd have to do when you switch tariff is notionally include the electricity you use under their existing renewables supply. That means your individual demand may not have caused any additional renewable electricity to be generated. Sounds a little less appealing, doesn't it? And it gets even more slippery.

### **Tasks to text 3.1.3**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) green tariffs;
- b) power supply;
- c) "brown" electricity generation;
- d) renewable sources.

2. *The main idea of passage 6 is that...*

- a) it's reasonable to switch to a green tariff;
- b) power providers are concerned about one's impact on the climate;
- c) power supply is going to change;
- d) one unit of electricity will be added.

#### **2. Answer these questions using only short form answers.**

- 1. Is "green" electricity zero-emissions electricity?
- 2. Can tariffs be labeled green if a company supports environmental projects?
- 3. Are green energy tariffs carbon neutral?
- 4. Will the power supply come from both traditional and renewable sources after switching to a green tariff?
- 5. Does switching to a green energy tariff make much difference?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What are renewable sources?
2. What do green tariffs help?
3. When can tariffs be called “green”?
4. How much CO<sub>2</sub> does the UK’s biggest power station pump out in a year?
5. What does a report by the National Consumer Council claim?

**4. Choose the best explanation according to context.**

1. *Bona fide* means...

- a) genuine;
- b) clean;
- c) green;
- d) pure.

2. *Grid* means...

- a) power network;
- b) framework;
- c) a football field;
- d) a grating.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Demand, require.
2. Impulse, influence.
3. Make up.
4. Marked.
5. Refuse.

### **Text 3.1.4**

## **THE INTERGOVERNMENTAL PANEL ON CLIMATE CHANGE**

The Intergovernmental Panel on Climate Change (IPCC) was established in 1988 through the mandate of the United Nations (UN) General Assembly. It is not a UN body but, as its title suggests, an intergovernmen-

tal organisation, which means that ultimately its decisions have to be taken by the panel as a whole (i. e. all the governments of the world). Most of the IPCC's public figures are not paid for their work. Only small secretariat in Geneva is paid – and the total budget for the organisation, which is responsible for co-ordinating the work of several thousand scientists around the world, is just £6m a year.

The resolution of the UN General Assembly, which was adopted on December 6, 1988, charged the IPCC to: “provide internationally co-ordinated scientific assessments of the magnitude, timing and potential environmental and socio-economic impact of climate change and realistic response strategies.”

The wording of this resolution clearly requires the IPCC to go beyond merely assessing various aspects of climate change and mandates it to provide an assessment of “realistic response strategies,” as well as addressing socio-economic concerns. The same resolution also defines by implication the audience that should be addressed by the IPCC by calling upon “non-governmental organisations, industry and other productive sectors to play their due role.”

The strength of the IPCC lays in the fact that it is not only able to mobilise the best available expertise from across the globe – in climate science, but also in economics, business, engineering and so on. Through its voting structure it also ensures that all the assessment reports are “owned” by the 194 sponsoring governments around the world.

The IPCC bases its work on the most recent relevant sources of literature available worldwide and undertakes a two-stage review process – first by external experts, and then by governments and experts simultaneously. The results of these processes are then made available to anyone who wants to see them.

The IPCC is now working on the preparation of the Fifth Assessment Report (AR5). This has begun on a positive and heartening note: around 3,000 outstanding scientists from all over the world have been nominated, more than ever before. The AR5 will, therefore, not only build on the remarkable record of the IPCC in the 22 years of its existence but also benefit from the views of the most dominant scientific body in the world.

The IPCC and the scientific community at large should welcome the development of a vigorous debate on the science of climate change. For that purpose is more relevant now than it ever has been: given the extent and global nature of the challenge, if the IPCC did not already exist, someone would need to invent it urgently.

## Tasks to text 3.1.4

### 1. *Choose the best answer.*

1. *This text deals with...*

- a) the wording of the IPCC's resolution;
- b) the IPCC's concerns;
- c) The IPCC's work;
- d) climate.

2. *The main idea of passage 4 is that...*

- a) the IPCC's strength is in its voting structure;
- b) the IPCC's in the ability to invite all sorts of experts;
- c) that all the assessment reports are "owned" by the sponsoring governments;
- d) the expertise is done across the globe.

### 2. *Answer these questions using only short form answers.*

- 1. Is the IPCC a UN body?
- 2. Are the IPCC's public figures paid for their work?
- 3. Is the IPCC working on the AR5?
- 4. Will the AR5 benefit from the views of the most dominant scientific body?
- 5. Does the IPCC ensure that all the assessment reports are at the disposal of the sponsoring governments?

### 3. *Answer the following questions briefly. Use one complete sentence for each answer.*

- 1. When was the Intergovernmental Panel on Climate Change established?
- 2. How much is the budget for the IPCC?
- 3. What is the IPCC's objective?
- 4. Why is the IPCC strong?
- 5. What does the IPCC base its work on?

### 4. *Choose the best explanation according to context.*

- 1. *At large* means...
- a) exclusively;

- b) as a whole;
- c) only;
- d) including.

2. *Due* means...

- a) necessary;
- b) correct;
- c) own;
- d) appropriate.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Estimate, evaluate.
- 2. Important, significant.
- 3. To do or receive good, profit.
- 4. Authorizes, empowers.
- 5. Exceed, surpass.

### **Text 3.1.5**

## **POLICYMAKERS RECOGNIZE NUCLEAR POWER'S CRITICAL ROLE IN CLIMATE POLICY**

Policymakers are debating various approaches to address climate change and carbon dioxide emissions. The United States (US) administration has made energy legislation a priority, and the US Congress continues to debate climate change legislation. In June 2009, the House of Representatives passed the Clean Energy and Security Act. The bill, with a primary goal of reducing CO<sub>2</sub> emissions, contained several provisions favoring nuclear energy. Analyses by Environmental Protection Agency (EPA) and the US Energy Information Administration (EIA) demonstrate that substantial increases in nuclear generating capacity will be essential to meet the legislation's carbon-reduction goals.

In the EPA analysis, nuclear generation would have to increase by 150%, from 782 billion kilowatt-hours in 2005 to 2,081 billion kW·h in 2050. If all existing US nuclear power plants retire after 60 years of operation, 181 new nuclear plants must be built by 2050.

In the "Basic" scenario in the EIA's analysis, the United States would need to build 96 gigawatts of new nuclear generation by 2030 (69 new nuclear plants). This would result in nuclear energy supplying 33% of US electricity generation, more than any other source of electric power. Ac-

cording to the analysis, to the extent the United States cannot deploy new nuclear power plants in these numbers, the cost of electricity, natural gas and carbon allowances will be higher.

The Nuclear Energy Institute stands by its position paper detailing the industry's views on essential elements of climate change policy. The industry believes that an effective climate change policy depends on a portfolio of energy sources, including nuclear energy and renewables, to help prevent greenhouse gases. The nuclear industry supports federal action or legislation to reduce greenhouse gas emissions. The position paper also states that significant US expansion of nuclear power requires sustained federal and state government policies relating to energy infrastructure and the environment. These climate change policy principles are found in the policy brief "Nuclear Energy Plays Essential Role in Climate Change Initiatives."

Nuclear energy has the smallest environmental impact of any clean-air electricity source. As a result, nuclear energy is well-suited to meet the growing energy demands of the world's urban centers.

Life-cycle analysis is a mechanism for measuring the total environmental impact of various energy sources. Environmental researchers have evaluated total emissions from various energy sources. This includes emissions resulting from all aspects of each energy source – construction, operation, dismantling and disposal. According to a University of Wisconsin study, the life-cycle impact of nuclear energy is among the lowest of any form of electricity generation, comparable with renewable technologies such as wind and geothermal power.

### **Tasks to text 3.1.5**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) nuclear power's role in climate policy;
- b) various approaches to climate change;
- c) climate change policy;
- d) expansion of nuclear power.

2. *The main idea of passage 4 is that...*

- a) climate policy depends on a portfolio of energy sources;
- b) climate policy on greenhouse gas emissions;
- c) climate policy nuclear;
- d) climate policy renewables.



**2. Answer these questions using only short form answers.**

1. Does the US Congress debate climate change legislation?
2. Will nuclear energy supply electricity more than any other source of electric power?
3. Are climate change policy principles found in the policy brief?
4. Does nuclear energy have the largest environmental effects?
5. Have environmental researchers totaled all the emissions from various energy sources?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What does the Clear Energy and Security Act Contain?
2. How much would nuclear generation increase by 2050?
3. What are the essential elements of climate change policy?
4. What is used to measure the total environmental impact of various energy sources?
5. What does the nuclear industry support?

**4. Choose the best explanation according to context.**

1. “Position paper” means...

- a) bill;
- b) an article analysis;
- c) a detailed report;
- d) declaration analysis.

2. *Retire* means...

- a) stop functioning;
- b) withdraw;
- c) change;
- d) deploy.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Characteristic of a town or city.
2. Elimination, closing down.
3. Activity.
4. Spread out.
5. Says, sets out.

### **Text 3.1.6**

## **SAFETY IS HIGHEST PRIORITY**

The electric power industry uses nuclear energy as part of a balanced portfolio of electricity generating sources. The nuclear power industry is committed to operating its facilities in a way that protects the health and safety of its employees and the public, in addition to protecting and improving the environment.

The nuclear energy industry has a demonstrated commitment to operating its facilities safely. The industry's safety performance at 104 commercial reactors around the country has been sustained at record levels, as indicated by numerous government and industry safety measures. This performance is the result of several factors, including high standards of operations, robust plant designs built and operated with a conservative "defense-in-depth" safety philosophy, government and industry oversight of plant operations, and the dedication of a well-trained and experienced work force that recognizes that safety is the key to successful plant operations.

Statistics from other industries through 2005, as compiled by the US Bureau of Labor Statistics, show that it is safer to work at a nuclear power plant than in the manufacturing sector. Other metrics, such as forced plant outage rates, unplanned safety system actuations and plant events with safety implications, were all down.

Nuclear power plant reliability is unmatched by any other electricity generation capability. For the past seven years, the industry has achieved a nearly 90% average capacity factor, a measure of the amount of electricity actually produced compared to the plant's maximum output level. The highest quartile of nuclear plants operated at 95% over the latest three-year period.

From a productivity standpoint, the industry maintains the lowest production costs (operation, maintenance and fuel) of all electricity generation sources except hydroelectric plants. In 2007, the industry average production cost was 1.76 cents per kilowatt-hour, lower than coal and about one-quarter of the cost of natural gas-powered electricity. These numbers demonstrate that safety, reliability and productivity are related. Safe, reliable nuclear plants also are one of the most cost-effective means of generating electricity.

Outstanding safety performance is directly attributable to the individuals and operating practices at the nuclear energy industry's 104 US commercial reactors. An individual who wants to become a reactor operator in the United States must obtain a license from the Nuclear Regulatory

Commission (NRC). These individuals are subjected to rigorous training and qualification standards, and they must renew their qualification with the NRC every two years. The industry maintains a National Academy for Nuclear Training to ensure that the highest standards of training are maintained. The companies licensed to operate nuclear plants must obtain and maintain accreditation for these training programs under the auspices of an independent National Nuclear Accrediting Board.

### **Tasks to text 3.1.6**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) safety of nuclear planets;
- b) outstanding safety performance;
- c) nuclear energy industry;
- d) operating nuclear plants.

2. *The main idea of passage 5 is that...*

- a) that safety, reliability and productivity are related;
- b) the industry maintains the lowest production costs;
- c) nuclear plants generate electricity;
- d) nuclear plants are reliable and safe.

#### **2. Answer these questions using only short form answers.**

- 1. It is safer to work at a nuclear plant than in the manufacturing sector?
- 2. Has the industry's safety performance been sustained at record levels?
- 3. Must a reactor operator obtain a license?
- 4. Were all the metrics high?
- 5. Does an operator renew his qualification every three years?

#### **3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. What is the key to successful plant operations?
- 2. What factors affect the industry's safety performance?
- 3. What does the statistics show?
- 4. What was the industry average production cost like in 2007?
- 5. How many commercial reactors are there in the US?

**4. Choose the best explanation according to context.**

1. *Performance* means...

- a) operation;
- b) competence;
- c) form;
- d) characteristics.

2. *Defense-in-depth* means...

- a) civil defense;
- b) profound protection;
- c) defense mechanism;
- d) fallout shelter.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Constructed, designed.
- 2. Supervision, surveillance, control.
- 3. Aftermath, consequences.
- 4. Exceptionally good.
- 5. Sustain.

**Text 3.1.7**

**DEFENSE-IN-DEPTH SAFETY PHILOSOPHY**

Nuclear plants were designed and licensed in the United States using a conservative defense-in-depth safety approach. The first element of this approach is the use of multiple barriers that protect against accidental radiation release. These barriers include fuel rods that enclose the uranium pellets used to power nuclear plants, the reactor vessel that contains the fuel rods, the steel-reinforced concrete containment building that houses the reactor vessel and other plant safety systems. All three barriers would have to be breached for a significant release of radiation to occur.

The second element in this approach is the use of redundant and diverse plant safety systems designed to ensure that the fuel rods in the reactor vessel remain sufficiently cooled. These systems are designed and constructed under the highest quality standards and are periodically tested to ensure that they reliably perform their safety functions.

The third element of defense-in-depth is emergency response planning. In the unlikely event of an accident, plants have extensive emergency re-

sponse plans in place to protect the public. These plans are approved by both the NRC and the Federal Emergency Management Agency. Plants routinely perform drills to test the execution of their emergency plans. Every two years plant personnel conduct exercises with their local law enforcement and emergency response organizations that are evaluated by the NRC and Federal Emergency Management Agency. It is widely recognized that nuclear plant emergency plans are the gold standard for all hazards emergency planning.

The defense-in-depth safety approach was effectively demonstrated by the Three Mile Island accident in 1979. Mechanical failure and human error led to fuel rod damage and the release of radioactive byproducts into the containment building housing the reactor. The containment building performed its safety function by keeping the public protected from a significant release, and the emergency plan was activated as well. Although the industry and the NRC learned many lessons from this event, the bottom line was that the worst accident in the history of the US commercial nuclear industry harmed no one.

The nuclear energy industry is one of the most heavily regulated commercial enterprises. The principal responsibility for government oversight lies with the NRC, which issues the federal licenses to construct and operate nuclear power plants. The NRC's mission is to protect public health and safety by ensuring that the industry complies with the terms of its licenses as well as all of the technical and administrative requirements imposed by the agency.

The NRC implements a reactor oversight process for all nuclear plants that encompasses its inspection, assessment and enforcement programs. The NRC maintains at least two resident inspectors at every US nuclear power plant. These inspectors, with support from NRC regional offices and headquarters, conduct more than 2,000 hours of baseline inspections at each site per year.

### **Tasks to text 3.1.7**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) licensing nuclear plants in the US;
- b) safety approach;
- c) emergency response planning;
- d) nuclear energy industry.

2. *The main idea of passage 5 is that...*

- a) the NRC is to regulate commercial enterprises;
- b) the NRC is responsible for oversight;
- c) the NRC is to protect public health;
- d) the NRC is to ensure the licenses.

**2. Answer these questions using only short form answers.**

1. Was the Three Mile Island accident the worst accident in the history of the USA?

2. IS the nuclear energy industry one of the most regulated commercial enterprises?

3. Do plants regularly perform drills?

4. Are the fuel rods in the reactor vessel always coded?

5. Did the accident harm anyone?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. When did the Three Mile Island accident take place?

2. What caused the release of radioactive byproducts?

3. How many inspectors does the NRC maintain at every nuclear power plant?

4. How many elements dose the defense-in-depth safety approach have?

5. How often does plant personnel conduct exercises?

**4. Choose the best explanation according to context.**

1. *Bottom line* means...

- a) the final total;
- b) the main thing;
- c) lower part;
- d) the lowest part.

2. *Routinely* means...

- a) eventually;
- b) obviously;
- c) plainly;
- d) on a regular basis.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Comprise.
2. Danger, risks.
3. Mistake.
4. Safeguard.
5. Trade, profitable.

### **Text 3.1.8**

#### **WHAT IS AN ECOSYSTEM?**

Ecosystems are nature's support systems for life. An ecosystem is a community of animals and plants interacting with one another and with their physical environment. Ecosystems include physical and chemical components, such as soils, water, and nutrients that support the organisms living within them. These organisms may range from large animals and plants to microscopic bacteria. Ecosystems include the interactions among all organisms in a given habitat. People are part of ecosystems. The health and wellbeing of human populations depends upon the services provided by ecosystems and their components – organisms, soil, water and nutrients.

Nature's services have financial value. Natural ecosystems and the plants and animals within them provide humans with services that would be very difficult to duplicate. While it is often impossible to place an accurate monetary amount on ecosystem services, we can calculate some of the financial values. Many of these services are performed seemingly for "free," yet are worth many trillions of dollars, for example: about 78% of the top medicines used in the US come from nature.

Much of the Mississippi River Valley's natural flood protection services were destroyed when adjacent wetlands were drained and channels altered. As a result, the 1993 floods resulted in property damages estimated at twelve billion dollars partially from the inability of the Valley to lessen the impacts of the high volumes of water.

About 80% of the world's population relies upon natural medicinal products. Of the top 150 prescription drugs used in the US, 118 originate from natural sources: 74% from plants, 18% from fungi, 5% from bacteria and 3% from one vertebrate (snake species). Nine of the top 10 drugs originate from natural plant products. Over 100,000 different animal species – including bats, bees, flies, moths, beetles, birds, and butterflies – provide free pollination services. One third of human food comes from plants pol-

minated by wild pollinators. The value of pollination services from wild pollinators in the US alone is estimated at four to six billion dollars per year.

It would cost New York City billions to duplicate nature's water filtration system. New York City is a case in point. Before it became overwhelmed by agricultural and sewage runoff, the watershed of the Catskill Mountains provided New York City with water ranked among the best in the Nation by Consumer Reports. When the water fell below quality standards, the City investigated what it would cost to install an artificial filtration plant. The estimated price tag for this new facility was six to eight billion dollars, plus annual operating costs of 300 million dollars – a high price to pay for what once was free.

New York City decided instead to invest a fraction of that cost (\$660 million) in restoring the natural capital it had in the Catskills watershed. In 1997, the City raised an Environmental Bond Issue and is currently using the funds to purchase land and halt development in the watershed, to compensate property owners for development restrictions on their land, and to subsidize the improvement of septic systems.

### **Tasks to text 3.1.8**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) nature's services;
- b) medicinal products;
- c) free pollination;
- d) nature's support systems for life.

2. *The main idea of passage 5 is that...*

- a) nature's water filtration system is free;
- b) the watershed of the Catskill Mountains ranked the best;
- c) the water in New York City fell below quality standards;
- d) the cost of a new artificial system is high.

#### **2. Answer these questions using only short form answers.**

- 1. Are ecosystems those of nature's support for life?
- 2. Do nature's services have financial value?
- 3. Does most of world's population rely upon natural medicinal products?



4. It is possible to place an accurate monetary account on ecosystem services?

5. Would New York City's water supply facility cheap?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What do ecosystems include?

2. When were much of the Mississippi River Valley's natural flood protection services destroyed?

3. How much of human food come from plants pollinated by wild pollinators?

4. What does provide New York City with water?

5. How did the New York City solve the problem of water supply?

**4. Choose the best explanation according to context.**

1. *Prescription drugs* means...

a) medicines prescribed by the doctor;

b) drugs sold in pharmacies;

c) drugs made of natural sources;

d) medicines come from nature.

2. *Accurate* means...

a) exact;

b) false;

c) tidy;

d) tired.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Man-made.

2. Come from.

3. Examine.

4. Double.

5. Worth.

### **Text 3.1.9**

## **A THEMATIC STRATEGY ON THE PREVENTION AND RECYCLING OF WASTE**

This strategy sets out guidelines for European Union action and describes the ways in which waste management can be improved.

The aim of the strategy is to reduce the negative impact on the environment that is caused by waste throughout its life-span, from production to disposal, via recycling. This approach means that every item of waste is seen not only as a source of pollution to be reduced, but also as a potential resource to be exploited.

The objectives of the Community legislation preceding the adoption of this strategy still apply, namely limiting waste, and promoting the re-use, recycling and recovery of waste. These objectives are integrated into the approach based on environmental impact and on the life-cycle of resources.

The strategy aims to limit waste production, but it does not include an overall waste-prevention target because these do not necessarily lead to improvements in the environment. Certain techniques used to reduce the volume of waste are actually more polluting than others, even if using them means greater reductions in volume.

The main focus of the strategy for preventing waste production is on reducing the environmental impact of waste and products that will become waste. In order to be effective, this impact must be reduced at every stage of a resource's life-span. Applying the instruments set up under existing Community legislation, such as disseminating best available techniques or eco-design of products, is therefore an important factor in achieving this.

The strategy also offers a coordinated framework for specific national actions. Under the new proposal for a framework Directive on waste, the Member States are therefore required to develop programmes to prevent waste production. These programmes include specific prevention targets to be implemented at the most appropriate level and which must be made public.

Life-cycle thinking requires an improving knowledge of the impact of resource use on waste generation and management, as well as more systematic forecasting and modelling.

This approach complements *that* in the IPPC Directive, the Directive on integrated product policy and the Strategy on the use of natural resources. It will help reduce pressure on the environment (depletion and pollution) at every stage of the resource life-cycle, covering the production, collection, use and final disposal of resources.

## Tasks to text 3.1.9

### 1. *Choose the best answer.*

1. *This text deals with...*

- a) the strategy reducing the volume of waste;
- b) the strategy limiting waste production;
- c) the strategy preventing recycling;
- d) the strategy coordinating specific programs.

2. *The main idea of passage 4 is that...*

- a) waste management can be improved;
- b) preventing waste production is reducing;
- c) an important factor is to apply various instruments;
- d) an important factor is to set up logistion.

### 2. *Answer these questions using only short form answers.*

- 1. Can waste management be improved?
- 2. Does the strategy offer a coordinated framework for specific national actions?
- 3. Are Member States required to cancel programmes to prevent waste production?
- 4. Is every item of waste a potential resource to be exploited?
- 5. Does life-cycle thinking require random forecasting?

### 3. *Answer the following questions briefly. Use one complete sentence for each answer.*

- 1. What are the objectives integrated into the approach based on?
- 2. What are they?
- 3. What is the strategy for preventing waste production focused on?
- 4. What do programs to prevent waste production include?
- 5. What does life-cycle thinking require?

### 4. *Choose the best explanation according to context.*

1. *Life-span* means...

- a) area of life;
- b) man's life;
- c) life-time;
- d) source of life.

2. *Complements* means...

- a) adds;
- b) serves;
- c) states;
- d) confirms.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Scatter, spread.
- 2. Output, produce.
- 3. Available.
- 4. Special, peculiar.
- 5. Contamination.

### **Text 3.1.10**

#### **DISPOSAL OF SPENT BATTERIES AND ACCUMULATORS**

The directive of the European Parliament and of the Council of 6 September 2006 on batteries and accumulators and waste batteries and accumulators prohibits the placing on the market of certain batteries and accumulators with a proportional mercury or cadmium content above a fixed threshold. In addition, it promotes a high rate of collection and recycling of waste batteries and accumulators and improvement in the environmental performance of all involved in the life-cycle of batteries and accumulators, including their recycling and disposal.

The aim is to cut the amount of hazardous substances – in particular, mercury, cadmium and lead – dumped in the environment; this should be done by reducing the use of these substances in batteries and accumulators and by treating and re-using the amounts that are used.

The Directive applies to all types of batteries and accumulators, apart from those used in equipment to protect Member States' security or for military purposes, or in equipment designed to be sent into space. ("Battery" or "accumulator": any source of electric energy generated by direct conversion of chemical energy and consisting of one or more primary battery cells (non-rechargeable) or of one or more secondary battery cells (rechargeable). "Button cell": any small round portable battery or accumulator whose diameter is greater than its height and which is used for special purposes such as hearing aids, watches, small portable equipment and back-up power.)

The Directive prohibits batteries and accumulators, whether or not incorporated in appliances, containing more than 0.000,5% by weight of mercury (except for button cells, which must have a mercury content of less than 2% by weight); portable batteries and accumulators, including those incorporated in appliances, with a cadmium content by weight of more than 0.002% (except for portable batteries and accumulators for use in emergency and alarm systems, medical equipment or cordless power tools).

Batteries or accumulators which do not meet the requirements of this Directive may not be placed on the market. To ensure that a high proportion of spent batteries and accumulators are recycled, Member States must take whatever measures are needed (including economic instruments) to promote and maximise separate waste collections and prevent batteries and accumulators being thrown away as unsorted municipal refuse. They have to make arrangements enabling end-users to discard spent batteries and accumulators at collection points in their vicinity and have them taken back at no charge by the producers. Collection rates of at least 25 and 45% have to be reached by 26 September 2012 and 26 September 2016 respectively.

In principle, it must be possible to remove batteries and accumulators readily and safely. It is for Member States to ensure that manufacturers design their appliances accordingly.

### **Tasks to text 3.1.10**

#### **1. Choose the best answer.**

##### *1. This text deals with...*

- a) prohibiting batteries and accumulators;
- b) recycling of batteries and accumulators;
- c) reducing hazardous substances in batteries and accumulators;
- d) replacing batteries and accumulators.

##### *2. The main idea of passage 5 is that...*

- a) end-users should discard spent batteries and accumulators;
- b) end-users should be charged for spent batteries and accumulators;
- c) end-users should separate spent batteries and accumulators;
- d) end-users should take back spent batteries and accumulators to producers.

**2. Answer these questions using only short form answers.**

1. Should the use hazardous substances in batteries and accumulators be reduced?
2. May spent batteries or accumulators be placed on the market?
3. Is “button all” a small round portable battery?
4. Do have to be charged end-users for recycling spent batteries and accumulators?
5. Are all spent batteries and accumulators recycled?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What types of batteries and accumulators the Directive apply to?
2. What kind of measures must Member States take to promote separate waste collections?
3. What is a battery?
4. What is “button-cell” used for?
5. Who is responsible for ensuring proper design of the appliances?

**4. Choose the best explanation according to context.**

1. *Content* means...

- a) substance;
- b) volume;
- c) pleasure;
- d) proportion.

2. *Treat* means...

- a) bargain;
- b) discuss;
- c) give;
- d) process.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Machines.
2. Recycling.
3. Dispose.
4. Waste, leavings.
5. Without any payment due.

### **Text 3.1.11**

## **CLIMATE SHIFTS “HIT GLOBAL WHEAT YIELDS”**

Most regions show a link between temperature rises and declines in crop yields. Shifts in the climate over the past three decades have been linked to a 5.5% decline in global wheat production, a study has suggested.

A team of US scientists assessed the impact of changes to rainfall and temperature on four major food crops: wheat, rice, corn and soybeans. Climate trends in some countries were big enough to wipe out gains from other factors, such as technology, they said.

The findings have been published in the online edition of the journal *Science*. “We focused on those four crops because they make up the bulk of calories consumed today,” said research leader from Stanford University. “There are already clear changes going on in most agricultural regions in terms of weather, and they have effects on food production that are sizeable,” he told the *Science* podcast. “But in terms of temperature, we see that North America seems, oddly enough, to be exhibiting no real trend at all over the past 30 years. Whereas places like Europe, China and Brazil – pretty much the rest of the world, in terms of major agricultural production – have seen remarkable warming.”

When the team assessed rainfall data, there were as many areas receiving more precipitation as were experiencing a decline. “There seems to be no global trend at all,” observed Professor Lobell.

The team carried out a large statistical analysis that tried to isolate the effects of temperature and precipitation on crops, independent of all other factors such as changes in technology and land management. Wheat and corn are the staple crops that are most affected by changes in temperature. “We can see how much these variables affect crops... for example, for a crop like wheat, a degree (Celsius) of warming on a global average translates to about a 5% loss in production.”

Professor Lobell said the study only referred to past relationships, as extrapolating the findings to predict future trends would require a number of assumptions to be made. He added that the study focused on historical data in order to strengthen confidence in the existing projections. “I think it is very clear that climate is not the predominant driver of change over long periods of time in crop production. Across the board, you see crop yields going up over the past 30 years, but the question is how much is climate modified (and) what would have happened if the climate was not changing.

In some countries, we see that climate has only affected things by a few percent. In other countries, we see that yields would have been rising twice as fast.

On a global average, we see that wheat production would be about 5% higher if we had not seen the warming since 1980. We see about the same for maize or corn.

Yet for rice and soybean, we actually find that production is about the same as if climate had not been trending.”

### **Tasks to text 3.1.11**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) global wheat yields;
- b) climate change;
- c) relationship between climate trends;
- d) technology and temperature rises and declines in crop yields.

2. *The main idea of passage 3 is that...*

- a) there are changes going in most agricultural regions;
- b) there are changes going in Europe, China and Brazil;
- c) there are changes going in North America;
- d) there are changes going all over the world.

#### **2. Answer these questions using only short form answers.**

- 1. Were climate trends big in some countries?
- 2. Did the team carry out a large statistical analysis?
- 3. Are wheat and corn most affected by changes in temperature?
- 4. Is climate a predominant driver of change in crop production?
- 5. Has climate affected things by much?

#### **3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. Why did the scientists focus on four crops?
- 2. What variables affect crops?
- 3. Did crop yields rise or drop over the past 30 years?
- 4. How much would be corn production if there were no warming?
- 5. How much is rice production?



**4. Choose the best explanation according to context.**

1. *Trend* means...

- a) tendency;
- b) direction;
- c) style;
- d) change.

2. *Findings* mean...

- a) results;
- b) data;
- c) conclusion;
- d) reading's.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Findings.
- 2. Crop.
- 3. Mean.
- 4. Main, principal.
- 5. Rainfall.

**Text 3.1.12**

**LIBERIA BARCODES TREES TO LOG PROFITS**

Liberia is having its lumber trees tagged electronically as the government rushes to restart an industry overshadowed by market woes. Liberfor, a consortium of European firms and Liberia's Forestry Development Authority, is working overtime to kick-start a national industry previously worth 60% of the country's Gross Domestic Product (GDP).

Thomas Pichet of SGS, Liberfor's logistics partner, explains: "The timber trade was halted by the UN six years ago after contractors were unable to demonstrate they had paid their taxes." The country's Finance Minister is certain revenues collected from lumber sales will end up in the right hands.

"Our new system tags the trees and monitors their whereabouts from stump to port," she says. British tracking company Helveta has already tagged 30,000 of a total 200,000 trees set aside for the first wave of exports to EU-approved buyers. Its satellite mapping process works by scanning bar codes stamped on to trees with a Personal Digital Assistant (PDA), creating an electronic paper trail that can pinpoint any trunk to within 25 metres of its location.

When a tree is exported, the system uploads the data to its servers in Reading, near London, and invoices the contractor at the port according to the trunk's grade, species, size and quality.

The teething troubles have meant Liberia has collected none of the \$20m (£13.2m) it forecast it would receive from lumber exports in the first year. To pay its set-up costs and become self-sufficient, Liberia needs to sell lumber from half a million hectares of dense and largely inaccessible rainforest. At the same time, it must pay back \$630m (£416m) it owes to the International Monetary Fund, while fending off the African Development Bank, with whom it is in arrears.

Speaking on a concession in the equatorial rainforest, Ian Patterson, a British forest manager working with the Liberian logging company, says global market conditions and bureaucracy have hit his operation hard. The electronic tagging system, however, has tightened the process up, Mr Patterson believes. "It's a breath of fresh air using bar codes and Global Positioning System (GPS) to pinpoint our product and leave what we can't export untouched," he says.

Key to reinvigorating the country's logging industry is the creation of up to 40,000 jobs, which will help keep crime levels down. Illegal loggers waste around 70% of each trunk when they try to cut planks from them with chainsaws. So the contractors are doing all the hard work, fixing the roads and bridges necessary to move the wood and the pit-sawers are using the same infrastructure to steal it from them.

Mission Director for USAid in Liberia, says logging companies have missed the best opportunity to profit from exports since the UN dropped its sanctions on lumber exports. World demand for timber, like everything now, is not good.

### **Tasks to text 3.1.12**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) new system of exporting trees;
- b) new satellite mapping process;
- c) new electronic tagging system;
- d) new logging companies.

2. *The main idea of passage 3 is that...*

- a) new system can pinpoint any trunk's location;
- b) new system can process maps;

- c) new system scan tracking companies;
- d) new system monitor exporting of trees.

**2. Answer these questions using only short form answers.**

- 1. Was the timber trade halted six years ago?
- 2. Does the new system monitor the trees' whereabouts?
- 3. Can an electronic paper trail pinpoint any trunk?
- 4. Are the pit-sawers improving infrastructure?
- 5. Do logging companies profit from exports?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. How many trees have been tagged already?
- 2. How does satellite mapping process work?
- 3. What does the system invoice the contractor at the port?
- 4. How much waste do illegal loggers produce when they cut planks with chainsaws?
- 5. Who builds roads and bridges?

**4. Choose the best explanation according to context.**

- 1. *Contractors* mean...
  - a) suppliers who provide materials;
  - b) workers;
  - c) those who undertake a contract to perform a service or do a job;
  - d) companies.

- 2. *Planks* mean...
  - a) blackboards;
  - b) control panels;
  - c) ables;
  - d) pieces of timber.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Appearing, starting.
- 2. In debt, owes.
- 3. Label.

4. Independent, needing no outside help.
5. Thick.

### **Text 3.1.13**

## **THE POLITICAL ECONOMY AND ECOLOGY OF BIOFUELS**

The huge increase in oil and other fuel prices over the last few years and a concern that we have reached (or will soon reach) peak oil – after which oil extraction begins to decrease – have created renewed interest in alternative sources of energy. These include solar, wind, ocean wave and tidal flow, geothermal, and biofuels. Sometimes lip service is given to the need for greater energy efficiency, changes in lifestyles (including the ecologically irrational over-reliance on automobiles and living far from one's job), the need to redesign economic activity from the factory floor to office buildings and homes, and the need for affluent societies to move away from ever higher levels of consumption. However, a radical analysis of actually putting these into effect would lead to questioning the very basics of how capitalism works.

Alternative fuel sources are attractive because they can be developed and used without questioning the very workings of the economic system – just substitute a more “sustainable,” “ecologically sound,” and “renewable” energy for the more polluting, expensive, and finite amounts of oil. People are hoping for magic bullets to “solve” the problem so that capitalist societies can continue along their wasteful growth and consumption patterns with the least disruption. Although prices of fuels may come down somewhat – with dips in the business cycle, higher rates of production, or a burst in the speculative bubble in the futures market for oil – they will most likely remain at historically high levels as the reserves of easily recovered fuel relative to annual usage continues to decline.

The use of biological materials – coming from recently living plants – as fuels has a long history. Many a night did early humans sit around a wood fire to cook food, keep warm, and protect themselves from predators. In the early years of settlement of the Great Plains of the United States by European immigrants during the nineteenth century, dried buffalo manure was gathered and used as fuel. Today wood is still used as a fuel source in some countries, dried cow manure still collected in India for that purpose, and crop residues in many parts of the world are used for cooking and (or) heating. In addition, the natural gas (methane) produced from small-scale liquid manure (animal and human) systems has been used for years in China and India for lighting, heating, and cooking. Additionally, for decades sewage treatment plants in northern climates have used natural gas produced during the treatment process to heat the vat during the cold

seasons to increase efficiency of the microorganisms in the plant or to produce electricity.

The production of drinks with high alcohol content from grains, grapes, sugarcane, potatoes, etc., also has a long history, providing various fermented beverages such as beers and wines and then later the distilled alcohol products such as whisky, vodka, and rum. And for decades Brazil has produced ethanol (a type of alcohol) through distilling the results of sugarcane juice fermentation.

### **Tasks to text 3.1.13**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) alternative fuel sources;
- b) biological materials;
- c) levels of fuel reserves;
- d) ecologically sound energy.

2. *The main idea of passage 3 is that biological materials...*

- a) are used as fuels;
- b) come from recently living plants;
- c) are still collected in different countries;
- d) are produced on a large scale.

#### **2. Answer these questions using only short form answers.**

- 1. Are alternative sources of energy more expensive?
- 2. May prices of fuels remain at the same levels?
- 3. Was dried manure used as fuel?
- 4. Does the use of biological materials have a long history?
- 5. Has Brazil produced ethanol for decades?

#### **3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. What are alternative sources of energy?
- 2. Why is interested in alternative sources of energy renewed?
- 3. Why are alternative sources of energy alternative?
- 4. What has liquid manure been used for?
- 5. How is the efficiency of the microorganisms increased?

**4. Choose the best explanation according to context.**

1. *Lip service* means...

- a) nice words;
- b) insincere support;
- c) respect;
- d) true words.

2. *Many a night* means...

- a) most nights;
- b) one night;
- c) few nights;
- d) a large number of nights.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Remains.

2. Rich.

3. Carry out, accomplish.

4. Stable, steady.

5. Drinks.

**Text 3.1.14**  
**BIOFUEL BASICS**

The idea behind biofuels is that plants capture the energy of the sun and produce substances – sugars, starch, oils, cellulose – that can be harvested and then converted into sources of energy for us to use. Growing plants to produce fuel is supposed to be more ecologically sound because – in contrast to oil and gasoline that pump new carbon dioxide into the atmosphere when burned – when biofuel energy is used the carbon dioxide that returns to the atmosphere is simply that which had recently been removed by plants.

The United States is currently facing a liquid fuel crisis more than a generalized energy crisis. Thus, the greatest current interest is in the production of the liquid fuels ethanol and biodiesel that can be used to power automobiles and trucks. There are three aspects to biofuels: the biological material used (the feedstock), the process for conversion of the feedstock to fuel, and the actual type of fuel produced.

The four main types of biofuels are: (a) *direct combustion* (of wood products, crop residues); (b) *ethanol* (produced from sugars, starches, or

cellulose); (c) *biodiesel* (produced from oil crops or waste cooking oil); and (d) *methane* (natural gas, produced from digestion of animal manures or human sewage). Direct combustion is the simplest way to derive energy from biological materials. It requires the least amount of processing – only chipping or shredding to create smaller particles that burn more easily. The residues may be dried or burned at their natural water content. This type of fuel can be used to heat water or buildings or to produce electricity through steam generation. The feedstocks for direct combustion are mainly crop residues and wood chips.

Ethanol is a liquid that can be used to fuel automobiles and, thus, has received a lot of attention. In the United States it is usually mixed with gasoline at 10% ethanol, but there are engines capable of operating with 100% ethanol. Ethanol is produced commercially by fermenting the sugar from high-sugar crops (especially sugarcane) or by converting the starch in crops such as corn and cassava into sugars and then fermenting the sugars. The conversion of starch to sugar is fairly simple, but it is still much more costly to produce ethanol from high-starch plants than from high-sugar plants. Once the fermentation is completed, the ethanol, at only 10% of the mix, must be distilled four times to enrich it to 99.5% for use as an additive to gasoline, requiring a very high quantity of energy.

Almost all the ethanol in the United States is produced using corn grain as the feedstock. At the end of 2007 there were 134 facilities producing approximately seven billion gallons of ethanol. Ethanol produced using corn grain as the feedstock is the overwhelming percentage of biofuel currently used in the United States.

### Tasks to text 3.1.14

#### 1. Choose the best answer.

1. *This text deals with...*

- a) information about liquid fuel crisis;
- b) four types of biofuels;
- c) information combustion of biofuels;
- d) general information about biofuels.

2. *The main idea of passage 1 is that...*

- a) producing fuel from plants is more ecologically sound;
- b) plants are more ecologically sound;
- c) carbon dioxide is ecologically sound;
- d) oil and gasoline are ecologically sound.

**2. Answer these questions using only short form answers.**

1. Does new carbon dioxide return to the atmosphere when biofuel energy is used?
2. Do smaller particles burn more easily?
3. Is direct combustion the simplest way to derive energy from biological materials?
4. Are there four main types of biofuels?
5. Is mostly sugarcane used for producing the ethanol in the US?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What can liquid fuels be used for?
2. What is biodiesel produced from?
3. What is it used for producing ethanol as the feedstock?
4. What are the main feedstocks for direct combustion?
5. How many times must the ethanol be distilled after formation?

**4. Choose the best explanation according to context.**

1. *Chips* mean...

- a) microchips;
- b) French fries;
- c) splinters;
- d) crisps.

2. *Is facing* means...

- a) is confronting;
- b) is looking at one's face;
- c) face to face;
- d) is seeing one's face.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Present-day.
2. Burning.
3. Rather.
4. CO<sub>2</sub>.
5. Raw material.



### **Text 3.1.15**

## **THE ECOLOGY OF AGROFUELS**

The rapid and large increase in the price of oil has made the use of alternative liquid fuels more attractive, especially with the substantial governmental subsidies they receive. However, the use of large quantities of potential food crops – especially corn (maize) and soybeans, but also including such crops as oil palm – to produce fuels is a major contributing factor to the current world food crisis. The rising prices for all basic foods has, of course, hit the poorest countries the hardest – especially those that import significant quantities of their food – although the poor in every country in the world have been hurt.

To a certain extent food prices must increase as the oil price increases because large quantities of energy are used for so many agricultural inputs from fertilizers and pesticides to production and use of farm machinery. But as the price of oil increases relative to feedstock prices it becomes increasingly profitable to convert food crops into fuel.

In addition to the deleterious effects on the food supply of the poor, there are a number of ecological problems associated with the production of agrofuels. These will be discussed below with the example of corn grown to process into ethanol. A recent report from the National Academy of Sciences (NAS) concludes: “If projected future increases in use of corn for ethanol production do occur, the increase in harm to water quality could be considerable.” Much of the corn is grown with irrigation. However, water is becoming less available. The water in many of the rivers in dry areas has been depleted by a long-term dry period. Corn grown in this region uses 2,000–3,000 gallons of irrigation water to produce one bushel of corn.

Growing corn leads almost inevitably to elevated levels of nitrate entering the ground and surface waters as fields drain into streams and rivers. The low-oxygen “dead zone” is expected to worsen if more corn is grown as a response to the agrofuel boom. Nitrates also are a problem in the drinking water of a number of communities.

In addition, large amounts of herbicides and insecticides are used in corn production and these chemicals or their decomposition products are commonly found in groundwater beneath cornfields. Greater emphasis on corn will only mean greater amounts of water pollution.

In addition to nitrogen and pesticide pollution of water, intensive corn production using conventional tillage systems encourages significant amounts of soil to be lost by erosion. While there is a definite trend toward systems requiring no or reduced tillage, there are still a lot of corn soils plowed annually that are very vulnerable to soil degradation by erosion.

## Tasks to text 3.1.15

### 1. *Choose the best answer.*

1. *This text deals with...*

- a) ecology and production of agrofuels;
- b) ecology and food prices;
- c) ecology and food supply;
- d) ecology herbicides and insecticides.

2. *The main idea of passage 1 is that...*

- a) conversion of food crops into fuel is profitable;
- b) using fertilizers is profitable;
- c) using pesticides is profitable;
- d) using farm machinery is profitable.

### 2. *Answer these questions using only short form answers.*

- 1. Have the poor in every country of the world been hurt?
- 2. Are large quantities of energy used for many agricultural inputs?
- 3. Is water becoming less available?
- 4. Is much of the corn grown without irrigation?
- 5. Does growing corn lead to lower level of nitrate entering the ground?

### 3. *Answer the following questions briefly. Use one complete sentence for each answer.*

- 1. What has made the use of alternative liquid fuels more attractive?
- 2. Which countries were hit hardest by the rising prices for basic foods?
- 3. What does a recent report from the NAS conclude?
- 4. Why has the water in some areas been depleted?
- 5. What does using tillage systems encourage?

### 4. *Choose the best explanation according to context.*

1. *Tillage* means...

- a) dry soil;
- b) cultivating soil;
- c) water supply;
- d) corn production.

2. *Communities* mean...

- a) people;
- b) villages;
- c) public;
- d) territories.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Beneficial, useful.
- 2. Number.
- 3. Take place, happen.
- 4. Exposed.
- 5. Tied, bound.

### **3.2. ТЕКСТЫ ПО ТЕМЕ “ЭКОНОМИКА БЕЛАРУСИ”**

#### **Text 3.2.1**

#### **SOCIAL AND ECONOMIC FORECASTING IN THE REPUBLIC OF BELARUS**

Social and economic forecasting in the Republic of Belarus is done in accordance with Resolution № 1321 of the Council of Ministers of the Republic of Belarus “On Measures to Enforce the Law of the Republic of Belarus ‘On State Forecasting and Programs of Social and Economic Development of the Republic of Belarus’ ”.

Social and economic forecasting in the Republic of Belarus is an activity of state bodies (under the supervision of the Council of Ministers of the Republic of Belarus) aimed at preparing forecasts of the nation’s social and economic development for the long, medium and short terms.

A social and economic forecast is a system of science-based ideas about the trajectory, criteria, principles, goals and priorities of social and economic development of the Republic of Belarus for a specific period of time with an indication of the main forecast parameters, targets and actions to meet them.

Social and economic forecasts are based on a comprehensive analysis of the social, economic, demographic and ecological situation, scientific, technical and industrial potential of the Republic of Belarus, situation outside the country, the nation’s natural resources and the possible changes in the afore-mentioned factors. Several variants of social and economic fore-

casts are prepared at a time, allowing for the possible impact of internal and external political, economic and other factors.

Social and economic forecasts include a quantity- and quality-based assessment of the macroeconomic situation, economic and social structure, level of the nation's scientific and technological advancement, foreign trade, production and consumption trends and patterns, level and quality of life, ecological situation.

Social and economic forecasts are prepared for the nation at large, for specific industries and economic sectors, and for administrative and territorial units.

The system of state forecasting of social and economic development of the Republic of Belarus includes the following components:

1. State forecasting of social and economic development of the Republic of Belarus for the long term: the national strategy for sustainable social and economic development of the Republic of Belarus for 15 years (hereinafter referred to as the national sustainable socio-economic development strategy); prepared once every five years for a 15-year period two and a half years prior to the beginning of the forecast period; underpins national socio-economic and sci-tech policy for the mentioned period.

The national sustainable socio-economic development strategy identifies the ways of efficient development of the nation's demographic, social, natural, industrial and innovation potential by taking into account the state of natural environment, among other factors.

2. The five-year medium-term social and economic development program is prepared a year prior to the beginning of the forecast period.

This program reflects the following aspects:

- an assessment of the nation's social and economic development over the previous period and the state of the economy of the Republic of Belarus;
- the concept underlying the medium-term socio-economic development program;
- the macroeconomic policy including the budget, fiscal, monetary, credit and exchange rate policy;
- investment and structural policy;
- foreign economic policy;
- development of the real production sector;
- social policy;
- ecological and environmental challenges.

The medium-term socio-economic development program is approved by the President of the Republic of Belarus.

Medium-term socio-economic development programs are used during preparation of short-term socio-economic forecasts.

3. The short-term socio-economic forecast is prepared on an annual basis (further on referred to as the annual socio-economic development forecast).

This type of forecast is comprised of the following components:

- a list of the main socio-economic development indicators, socio-economic challenges and objectives that the State will focus on during the forthcoming year;
- a list and description of target-specific programs of the Republic of Belarus and interstate programs financed from the national budget;
- a list showing the nation's needs in specific products and services and the state-run companies responsible for supplying (or procuring) products and services for national needs;
- the national investment program;
- the socio-economic targets that serve as guidelines during the preparation of forecasts and programs for specific economic sectors, industries, administrative and territorial units.

The procedure of and timing for the preparation of an annual socio-economic forecast correlate with the procedure of and timing for the drafting of the national budget of the Republic of Belarus.

An annual socio-economic forecast is a key document used during preparation of the national and local budgets and for identifying the priorities of the nation's monetary, credit and exchange rate policy.

The essential parameters of a short-term socio-economic forecast are approved by the President of the Republic of Belarus.

Socio-economic forecasts for specific economic sectors and administrative and territorial units are prepared by the national bodies of state administration, local executive and regulatory authorities.

### **Tasks to text 3.2.1**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) the ways of efficient development of the nation;
- b) the state of natural environment;
- c) an assessment of the nation's social and economic development over the previous period;
- d) social and economic forecasting is aimed at preparing forecasts of the nation's social and economic development for the long, medium and short terms.

2. *The main idea of passage 5 is that...*

- a) one can't predict the level of the nation's scientific and technological advancement;
- b) Both macroeconomic and microeconomic situations are forecasted;
- c) social and economic forecasting in the Republic of Belarus do not include foreign trade;
- d) economic and social structure is the main aspect in social and economic forecasting.

**2. Answer these questions using only short form answers.**

- 1. Is social and economic forecasting done in accordance with ecological and environmental challenges?
- 2. Are social and economic forecasts prepared only for specific industries?
- 3. Do the procedure and timing for the preparation of an annual socio-economic forecast correlate with the drafting of the national budget?
- 4. Does the national socio-economic development strategy take into account the state of natural environment?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. Why do we recognize the importance of social and economic forecasting in the Republic of Belarus?
- 2. Is the process of doing social and economic forecasting always complicated? If so, why?
- 3. What are the most important aspects of socio-economic forecasts?
- 4. Which passage expresses the main idea?

**4. Choose the best explanation according to context.**

1. *Social and economic forecasts mean...*

- a) target-specific programming;
- b) national strategy;
- c) medium-term social and economic development;
- d) strategy for crisis.

2. *The national sustainable socio-economic development strategy identifies...*

- a) the ways of efficient development of the nation's potential;

- b) the macroeconomic policy;
- c) interstate programmes;
- d) national budget.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Say, tell in advance.
2. Organized political community with a government.
3. Cause to grow larger, fuller or more mature, organized.
4. Fixed or limited period of time.
5. Decide or fix the amount of.

### **Text 3.2.2**

## **LEGAL REGULATION OF INVESTMENT ACTIVITIES IN BELARUS. BENEFITS AND PREFERENCES**

Belarus has created an effective legal framework for the investment business underpinned by international treaties and the national legislation.

The Republic of Belarus is party to the Investor Rights Convention (28 March 1997), Investment Co-operation Agreement (24 December 1993); in 1992 Belarus joined the Convention on the Settlement of Investment Disputes between States and Nationals of Other States (18 March 1965) and the Convention Establishing the Multilateral Investment Guarantee Agency (11 October 1985, Seoul).

In addition, Belarus is a party to a number of bilateral and multilateral agreements offering the most-favored-investor treatment and (or) introducing a set of national investment rules that secure investors' rights at the international level. Today Belarus is a party to nearly 50 treaties on the promotion and mutual protection of investment; these treaties offer additional safety guarantees for investments from the European Union, the Commonwealth of Independent States (CIS) member states, countries of Asia, Latin America and others.

At the national level, the investment practices are regulated by the Investment Code of the Republic of Belarus. The purpose of this document is to encourage investment activities in the country and provide legal safeguards for investors.

The State gives an investor the following guarantees:

- the right to private property and other proprietary and non-proprietary rights;
- the equality of rights and the equal nondiscriminatory protection of the rights and legitimate interests of an investor;

- the stability of the rights to perform investment activities and terminate them;

- the right to an independent choice of action and the performance of actions related to the ownership, use and disposal of the objects and results of investment activity, including independent disposal of the revenues (profits) and free transfer of profits abroad;

- compensation of the market value of the invested property and recovery of other loss suffered by an investor as a result of nationalization or requisition allowed in exceptional cases only;

- recovery of the loss and damage inflicted upon to an investor as a result of the actions (or lack thereof) of government officials.

In addition to securing investor's rights, the State has created a system of incentives to encourage investment activity in the country.

The legal regimes offering preferential investment treatment:

- Free economic zones (FEZ).

- High-Tech Park (HTP).

- Small towns (urban centers with a population of less than 50,000).

- Rural population centers.

- Investment treaty.

### **Tasks to text 3.2.2**

#### **1. Choose the best answer.**

1. *This text deals with...*

a) investment activity in the country;

b) planning activities;

c) credit and exchange rate policy;

d) drafting of the national budget.

2. *The main idea of passage 5 is that...*

a) investors are guaranteed certain safeguards;

b) Belarus promotes mutual protection of investment;

c) some treaties offer additional safety guarantees for investments;

d) the Investment Code of the Republic of Belarus encourages investment activities in the country.

#### **2. Answer these questions using only short form answers.**

1. Has Belarus created an effective legal framework for the investment business?



2. Did Belarus join any conventions?
3. Is Belarus a party to nearly 20 treaties on the promotion and mutual protection of investment?
4. Are the investment practices regulated by the socio-economic forecasts?
5. Do the legal regimes offer preferential investment treatment?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What is meant by an effective legal framework for the investment business?
2. What conventions and agreements is the Republic of Belarus party to?
3. How important is being a party to 50 treaties on the promotion and mutual protection of investment?
4. What guarantees is an investor given?
5. Why has the State created a system of incentives in addition to securing investor's rights?

**4. Choose the best explanation according to context.**

1. *Legal* means...

- a) valid;
- b) in accordance with, authorized or required by the law;
- c) allowed to enter;
- d) existing.

2. *Safeguards* mean...

- a) bodyguards;
- b) priorities;
- c) circumstances that tend to prevent harm, give protection;
- d) saving.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Security.
2. Get well again quickly or quickly regain one's position.
3. Put money in.
4. Profits.
5. Ownership.

### **Text 3.2.3**

#### **FREE ECONOMIC ZONES (FEZ)**

Six free economic zones have been established in the Republic of Belarus: FEZ Brest (1996), FEZ Vitebsk (1999), FEZ Gomel-Raton (1998), FEZ Grodnoinvest (2002), FEZ Minsk (1998) and FEZ Mogilev (2002).

At present over 280 resident companies operate in the free economic zones. They employ more than 61,000 people. The aggregate amount of investments put into the projects stands at \$360 million. The investments come from over 30 countries across the globe.

The free economic zones are viewed as an efficient model of administrative and economic management. They are aimed to foster local development by means of attracting foreign investments and advanced technologies.

All the resident companies of the free economic zones enjoy a special legal regime for the first seven years since their registration:

- the major preferences of the free economic zones include tax free profits on all goods and services for five years, then a 50% discount – the discounted rate cannot exceed 12%;
- 50% discount on value-added tax (VAT) – this does not extend to the VAT at a preferential rate of 10 (9.09)% and 0%;
- no customs duties and taxes on imported equipment and goods to be used within the FEZ – the manufactured goods are freely exported;
- preferential terms of land lease;
- free disposition of currency earnings.

Resident companies are registered by a FEZ administration provided they pledge to invest at least \$1 million in an investment project. The number of documents required to get registered as a resident company has been reduced.

The documents are processed within 14 days. The denial to register a resident company can be challenged in a court.

*Rural communities.* Businesses that operate in rural communities are granted preferences in line with Belarus President Decree № 9 “Regulation of business operations in rural areas” of 20 December 2007. Organizations (their branches, representative offices, other standalone units of corporations) and self-employed businessmen, who are located (reside) in rural areas are entitled to special procedures of taxation, payment of mandatory fees to the state budget, issuance of special permits, and their amendment.

For instance, such businesses:

- are exempt from profit tax (corporations) and income tax (self-employed businessmen) on profits and incomes from selling products and

services, which are manufactured (rendered) in rural areas and are exempt from the tax on real estate, which is located in rural areas;

- enjoy 50% (corporations) and 25% (self-employed businessmen) discounts on license fees;

- are exempt from the state fee for amending the license;

- are exempt from import customs duties and value-added tax on the cost of manufacturing equipment, components and spare parts, which are imported to the customs territory of the Republic of Belarus to make part of the authorized fund.

Belarusian laws also grant preferences for investing in specific industries and for investing in the development of small and medium businesses. Guarantees of the Government are vigorously used to get foreign credit lines. For instance, investment projects are implemented in Belarus using loans of German, Italian, Chinese banks as well as the International Bank for Reconstruction and Development

### **Tasks to text 3.2.3**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) rural communities;
- b) import customs duties;
- c) import authorized fund;
- d) the free economic zones.

2. *The main idea of passage 5 is that...*

- a) the major preferences of the free economic zones include only free disposition of currency earnings;
- b) the manufactured goods are freely exported;
- c) the major preferences of the free economic zones include tax free profits on all goods and services for five years, then a 50% discount;
- d) there is 50% discount on VAT.

#### **2. Answer these questions using only short form answers.**

1. Have seven free economic zones been established in the Republic of Belarus?

2. The aim of the free economic zones is to promote local development by means of attracting foreign investment and advanced technologies?

3. Do all the resident companies of the free economic zones enjoy a special legal regime?

4. Do the resident companies pledge to invest at least \$ 1 million in an investment project?

5. Are businesses that operate in rural communities granted preferences?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What are businesses that reside in rural areas exempt from?

2. How are guarantees of the Government used?

3. Why is the International Bank for Reconstruction and Development mentioned?

4. Where can the denial to register a resident company be challenged?

5. What kinds of preferences for investing are granted?

**4. Choose the best explanation according to context.**

1. *Free economic zones* mean...

a) having personal rights and social and political liberty;

b) released or exempt from the ordinary regulations;

c) not occupied or engaged;

d) coming or given readily.

2. *Provided* means...

a) on condition that;

b) given, supplied;

c) done what is necessary;

d) stated.

**5. Find words or phrases in the text which mean much the same as the following.**

1. The countryside.

2. Live, have one's home.

3. Charge or payment for professional advice or services.

4. Commercial enterprise.

5. Set up, put on a firm foundation.

### **Text 3.2.4**

#### **HIGH-TECH PARK (HTP)**

Preferential terms are also granted to resident companies of the High-Tech Park. They mainly specialize in the development and assimilation of information and communication technologies and software for use in Belarus and abroad. Their operation includes 12 high-tech areas ranging from the creation of materials for micro and nano electronics to aircraft, rockets and space technologies (Belarus President Decree № 12 of 22 June 2005 “High-Tech Park”).

Thanks to highly qualified Information Technology (IT) manpower Belarus intends to become an active player on the global IT market. At present around 15,000 Belarusian specialists are involved in software export. Belarusian companies (EPAM, IBA, Sam Solutions, Belsoft, ScienceSoft and others) carry out projects for British Telecom, T-Mobile, Cingular/ATT, BlueCross BlueShield, Reuters, the London Stock Exchange, AeroMexico, William Hill, SAP, Microsoft, Hyperion, BEA, Colgate, Samsung, IBM, Siemens, Alcatel and several others.

The IT industry development is fostered by preferences the High-Tech Park provides to its residents as well as non-residents, which carry out business projects that involve new and high technologies.

Major preferences HTP residents enjoy are:

- exemption from taxes, duties and other mandatory fees paid to the national budget, special budget and non-budget funds from sales proceeds;
- exemption from profit tax;
- exemption from value-added tax on sales turnover;
- exemption from land tax for the duration of construction, 3 years at most;
- exemption from real estate tax;
- exemption from customs duties and VAT on goods imported for IT business;
- 9% tax on income of employees without including it into the annual total income.

Main preferences of HTP non-residents are granted only for registered business projects and include:

- exemption from taxes, duties and other mandatory fees paid to the national budget, special budget and non-budget funds from sales proceeds;
- exemption from profit tax;
- exemption from value-added tax on sales turnover;
- 9% tax on income of employees.

High-Tech Park residents (business projects of HTP non-residents) are

registered by the HTP administration following a decision of the HTP Supervisory Board, provided the operation of the business entities involves analysis, design and software development of information systems, data processing, fundamental and applied research, experimental development in the area of natural and engineering sciences, and other IT areas.

High-Tech Park residents (business projects of HTP non-residents) are registered after the HTP administration reviews a limited package of documents.

The documents are supposed to be reviewed within one month. Denial of registration can be challenged in court.

### **Tasks to text 3.2.4**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) the development and assimilation of information technologies;
- b) highly qualified manpower;
- c) the global IT market;
- d) 12 high-tech areas ranging from the creation of materials for micro and nano electronics to aircraft, rockets and space technologies.

2. *The main idea of passage 2 is that...*

- a) highly qualified IT manpower tends to go abroad;
- b) Belarusian companies are involved in projects for the UK, Mexico, the USA;
- c) High-Tech Park specialists need to work in foreign countries;
- d) foreign IT specialists come to work to the HTP.

#### **2. Answer these questions using only short form answers.**

1. Are preferential terms also granted to resident companies of the High-Tech Park?

2. Are the information and communication technologies and software used only in Belarus?

3. Does their operation include 15 high-tech areas?

4. Does Belarus intend to become an active player on the global IT market?

5. Is the IT industry development fostered by preferences the High-Tech Park provides to its residents?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What does it mean “High-Tech Park”?
2. What does HTP require?
3. How many Belarusian specialists are involved in software export?
4. Why do HTP residents enjoy any preferences?
5. Would you like to be a HTP resident? If yes, why?

**4. Choose the best explanation according to context.**

1. *Software* means...

- a) toys;
- b) having a gentle voice;
- c) something used to soften water;
- d) data, programmes.

2. *Data processing* means...

- a) put the information through the system of the computer;
- b) connected series of actions, changes;
- c) series of operations deliberately undertaken;
- d) method used in manufacture or industry.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Owing to.
2. Implement.
3. Have as a necessary result.
4. Store or supply, sum of money.
5. Sum of money (to be) paid by citizens to the government for public purposes.

### **Text 3.2.5**

#### **SMALL TOWNS WITH A POPULATION UNDER 50,000**

A special preferential treatment applies to commercial organizations, which were established after 1 April 2008, are domiciled and operate in towns with a population under 50,000 in the Republic of Belarus.

Belarus is a country of small towns, where 184 urban communities, or 89% of their total number, are categorized as small and medium-sized

towns. Therefore, Belarus is interested in attracting foreign investment into small and medium-sized towns and villages to ensure the comprehensive development of the country's economy. To this end, these urban communities have been granted a number of benefits to reduce investor's expenses and simplify operation terms for investors as much as possible.

#### *Main tax incentives in small and medium-sized towns*

Commercial organizations are exempt from:

- profit tax on the sale of self-made goods (works, services) for seven years after their foundation;
- other taxes and duties, for five years after their foundation (excluding value added tax, value added tax on the goods imported into the customs territory of the Republic of Belarus, excises, stamp duties and off-shore duties, state duties, customs duties and fees, land tax, rent for public ownership land, environmental tax for the extraction (removal) of natural resources and other taxes that are calculated, withheld and paid as an organization operates as a tax agent), contributions to the innovation support funds.

Commercial organizations are also exempt from customs duties and value added tax levied on the technological equipment imported as a contribution to their authorized capital.

#### *Main non-tax preferences in small and medium-sized towns*

Manufacturing and selling proprietary goods and providing services in Belarus, commercial organizations are entitled:

- to determine the terms of the purchase of raw materials, components and materials and also their amount and types, as well as the terms, volumes and types of sale of products, goods (works, services);
- to independently establish and apply free prices (tariffs) for their goods (works, services) except for the socially important goods listed by the government;
- to choose suppliers or buyers of products, goods (works, services) for their own production and products, goods (works, services) they manufacture;
- to set wages for their employees but not below the minimum wages set by the Government;
- to insure their property interests in insurance companies, insurance brokers operating outside the Republic of Belarus.

Within five years after the date of founding, commercial organizations are exempt from obligatory sale of foreign currency received for transactions with legal entities – non-residents and individuals – non-residents



from the sale of goods (works, services) they manufacture, including the revenues from the lease of property.

The following measures do not apply to commercial organizations as they acquire raw materials, components and materials for their own production and as they export the products they manufacture:

- non-tariff measures by means of introducing quantitative and (or) other restrictions (except minimum legal prices for exports);
- exclusive rights to engage in foreign trade in certain goods;
- mandatory requirement of making deals via the Belarusian Universal Commodity Exchange;
- special procedures for procurement, supply or tenders which are conducted by authorized government agencies or commissions.

The aforementioned benefits are granted to investors after they register as a legal entity or an individual entrepreneur. The registration is carried out by local authorities on the day the applicant submits the necessary documents. The number of documents for registration has been reduced to the minimum. A denial of registration may be challenged in court.

If the legislative acts adopted after a commercial organization with a share of foreign investment in its capital has been set up deteriorate the status and terms of operation of the commercial organization, i. e. impose additional obligations or increase the number of obligations, or restrict the rights of commercial organizations or deprive them of their rights, then a commercial organization with a share of foreign investment in its capital falls under the legislation that was in force on the date of state registration of this commercial organization. This measure is applicable within five years after acquiring the status of a commercial organization with a share of foreign investment in its capital.

### **Tasks to text 3.2.5**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) commercial organizations in small and medium-sized towns;
- b) a population under 50,000;
- c) attracting foreign investment;
- d) choosing suppliers or buyers of products, goods.

2. *The main idea of passage 2 is that...*

- a) insurance brokers operate outside the Republic of Belarus to insure their property interests in insurance companies;

- b) Belarus is striving to attract foreign investment into small and medium-sized towns and villages to ensure the comprehensive development of the national economy;
- c) these urban communities have been granted non-tariff measures;
- d) small towns independently establish and apply free prices (tariffs) for their goods (works, services).

**2. Answer these questions using only short form answers.**

1. Does a special preferential treatment apply to commercial organizations operating in small towns?
2. Are there 184 urban communities in Belarus?
3. Is Belarus interested in constructing large businesses in small towns?
4. Are commercial organizations to pay profit tax on the sale of self-made goods (works, services) for seven years after their foundation?
5. Are benefits granted to investors after they register as a legal entity or an individual entrepreneur?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. In your opinion, what treatment should be applied to small towns?
2. What measures can simplify operation terms for investors?
3. What are commercial organizations exempt from?
4. What exclusive rights are given to commercial organizations in small towns?
5. When are special procedures for procurement, supply or tenders conducted?

**4. Choose the best explanation according to context.**

1. *Profit tax on the sale* means...
  - a) tax to be paid by citizens or organizations according to profit received from the sale;
  - b) something that is a burden or strain;
  - c) system of raising money by selling;
  - d) be subject to taxation.
2. *The abovementioned benefits* mean...
  - a) the benefits that have been granted in advance;
  - b) the benefits that have been mentioned above;

- c) the main benefits;
- d) the benefits being reduced to the minimum.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Keep back, refuse to give.
- 2. Something that has real existence.
- 3. Government tax on certain goods manufactured, sold or used within a country.
- 4. Refusing a request.
- 5. Make a contract that promises to pay, secures payment of, a sum of money in case of accident, damage, loss, death.

### **Text 3.2.6**

### **INVESTMENT ACTIVITY**

The Gomel Oblast is by right considered one of the most rapidly advancing regions of the Republic of Belarus. It has accumulated a huge industrial, agricultural and sci-tech potential.

The local authorities attach a paramount importance to raising investments, improving the investment appeal and maintaining the favorable image of the Gomel Oblast. Investment and economic forums are used as an instrument to bring these goals to life.

In order to enhance its investment appeal, the Gomel Oblast seeks to advance to the leading positions in terms of innovative potential and development of the R&D complex.

The Gomel Oblast has always been in the lead in terms of capital investment. The inexhaustible investment potential of the region is its greatest advantage that secures a steady interest of investors.

At present, the economic policy of the Gomel Oblast emphasizes the modernization of the existing enterprises and the creation of new production facilities.

The investments will be channeled first of all into construction, power engineering, processing industry, tourism, trade and service sector.

Foreign investments are essential for the financial support of domestic producers and other economic entities, introduction of new technologies, enhancement of export potential and reorganization of the national economy.

Foreign investments are needed given the increasing internationalization (integration) of production and economic systems.

The companies of the Gomel Oblast have launched a range of large-

scale investment projects. Many of them are implemented with the help of foreign investments.

The glass container project was launched at the Gomel glass-container plant in 2008 owing to the Austrian capital (ATEC company). The Belstekloprom foreign limited liability company has commissioned the first phase of the glass container production.

The Gomelsteklo open joint stock company is modernizing the float glass production facility with the help of loans from German banks.

Heineken has launched a project to modernize the Rechitsapivo joint venture and develop its commodity distribution network to strengthen its positions on the beer market.

Iran's AZARAB has started a project to develop a chalk deposit in the Vetka Region and to construct a cement plant.

The Lotos company from Belarus is implementing an investment project to start the production of cellular concrete blocks and lime sand bricks at the lime sand deposit in the Mozyr Region.

The investment projects that are in the pipeline include the construction of cement plants, upgrading the existing hotels in the Gomel Oblast to enhance their status to 3 and 4 stars, setting up the production of passenger cars, harvesting biogas from the landfill waste to make electricity.

### **Tasks to text 3.2.6**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) raising investments into agricultural sector;
- b) raising investments into new production facilities;
- c) raising investments into Rechitsapivo joint venture;
- d) raising investments into construction, power engineering, processing industry, tourism, trade and service sector of the Gomel Oblast.

2. *The main idea of passage 7 is that...*

- a) the Gomel Oblast will channel the investments into joint ventures;
- b) the Gomel Oblast will channel the investments into introduction of new technologies, reorganization of the national economy;
- c) the Gomel Oblast will channel the investments into the modernization of the national economy;
- d) the investments are essential for the financial support of foreign producers.

**2. Answer these questions using only short form answers.**

1. Can the Gomel Oblast boast of rapid advance?
2. Do the local authorities attach a great importance to raising investments?
3. Does the Gomel Oblast seek to advance to the leading positions in terms of innovative potential and development of the R&D complex?
4. Will the investments be channeled first of all into construction, power engineering, processing industry, tourism, trade and service sector?
5. Have all the large-scale investment projects been launched with the help of foreign investments?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What are advantages and disadvantages of investing into the Gomel Oblast?
2. In your opinion, what investment projects will you launch?
3. How does the Gomel Oblast enhance its investment appeal?
4. Why are foreign investments essential?
5. How many investment projects have been launched?

**4. Choose the best explanation according to context.**

1. *To launch in this text* means...

- a) set a ship afloat;
- b) set in motion, send, aim;
- c) get started<sup>1</sup>, set going;
- d) make or start on.

2. *Terms* mean...

- a) fixed or limited periods of time;
- b) periods into which the academic year is divided;
- c) periods during which a Court holds session;
- d) conditions<sup>2</sup> offered or agreed to.

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<sup>1</sup> Figurative.

<sup>2</sup> Plural.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Quickly, moving, happening.
2. Attraction.
3. Make suitable for present-day needs.
4. Benefit, profit.
5. Layer of solid matter, often buried in the earth.

### **Text 3.2.7**

#### **ECONOMIC POTENTIAL. SCI-TECH POTENTIAL**

The Gomel Region possesses a considerable economic potential. More than *300 big and medium enterprises are situated on the territory of the Region*, their production volume constitutes over 23% of the republican volume of industrial output.

Fuel industry, metallurgy, machine-building and metal-working, woodworking, pulp and paper, and chemical ones are the leading branches of industry. The production of all finished steel of Belarus, forage harvesters, window glass, phosphate fertilizers is carried out in the Gomel Region; here all Belarusian oil and gas is extracted.

The industry of our Region manufactures over 90% of all Belarusian steel, common salt, a half of motor petrol, diesel fuel, cardboard, a third of particle boards, about 25% of plywood and paper.

The *agroindustrial regional complex* can satisfy in full volume the demands of the population in main food products and supply the reprocessing industry with raw materials. Main agricultural industries are meat and milk cattle breeding, vegetable, potatoes, and flax growing. Grain crops, about 49% of all sown area, are grown in the Region. So, 12% are occupied by potatoes, 4% – by vegetables and technical crops. Forage crops grow on 34% of sown area. The production capacities of enterprises allow to effect the export of canned milk, animal oil, casein, and canned vegetables.

Over 70% of all manufactured production is exported to foreign markets. Organizations of the Gomel Region carry out export-import operations with 84 countries of the world. Trade with Great Britain, Germany, Poland, Ukraine, Italy, the USA, Latvia is deloped especially actively. Within the last few years the steady growth of foreign trade turnover volumes was recorded.

The Russian Federation remains a main foreign economic partner of the Region, its share constitutes about half of foreign trade.

The sci-tech complex is one of the most important factors of the investment attractiveness of Gomel Oblast.

Today the sci-tech potential of Gomel Oblast yields only to the republic's capital – Minsk. Gomel Oblast numbers 3 institutes of the National Academy of Sciences of Belarus, 8 higher educational establishments, 6 of which are universities, over 20 industrial scientific and planning institutes, special design and design-technological bureaus.

Gomel possesses regional departments of the Belarusian engineer and engineer-technological academies, the Belarusian scientific-industrial union, the Belarusian community of inventors and rationalizers.

The amount of workers involved in the research and projects reaches almost 3,000 people. On the whole Gomel oblast includes about 130 Doctors of Science and 1,100 candidates of science including 2 academicians and 12 corresponding members of the National Academy of Sciences of Belarus.

Some 85% of the research and projects are worked out at the application level.

The development of the innovation activity is of great importance for the Region. Innovations are considered as the main factor promoting the competitiveness of the economy.

At present Gomel Oblast is creating objects of the innovation infrastructure in the town of Gomel. In 2004 Gomel set up a regional department of the republican center of technologies' transfer, and in 2005 created a technological park and innovation center.

A technological park and innovation center are created in the free economic zone Gomel-Raton what, first of all, render additional benefits for the residents of the technological park and, secondly, have become an additional impetus for the technological development of the free economic zone.

### **Tasks to text 3.2.7**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) economic potential;
- b) fuel industry;
- c) economic and sci-tech potential;
- d) sci-tech potential.

2. *The main idea of passage 4 is that...*

- a) it's impossible to export milk and vegetables;
- b) many forage crops are exported;
- c) the demands of the population in main food products are met in full volume;
- d) technical crops are not grown in the Gomel Region.

**2. Answer these questions using only short form answers.**

1. Is the sci-tech complex one of the most important factors of attracting investments?
2. Does the Gomel Oblast yield only to Minsk?
3. Are 35% of the research and projects worked out at the application level?
4. Did Gomel create a technological in park and innovation center?
5. Has the creation of innovation center become an additional impetus for the technological development of the free economic zone?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What is meant by economic potential?
2. What are the leading branches of industry?
3. How can the production capacities of processing enterprises be characterized?
4. What is the sci-tech complex like?
5. When can the Gomel Oblast become highly competitive?

**4. Choose the best explanation according to context.**

1. *Industry* means...

- a) branch of means;
- b) branch of manufacture;
- c) distribution;
- d) quality of being hard-working.

2. *Finish* means...

- a) end;
- b) perfect;
- c) being complete;
- d) last part.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Result, outcome.
2. Chief, most important.
3. Buying and selling of goods.



4. Make, produce.
5. Significant.

### **Text 3.2.8**

#### **TOURISM**

The Gomel Region is famous for its historical past and cultural and spiritual heritage. The region administrative centre – Gomel – is one of the most beautiful Belarusian cities. In 2011 Gomel was announced to be the cultural capital of the CIS countries. Gomel Palace and Park Ensemble is a unique republican monument to Gomel architecture from the 18th to mid 19th century. The Palace of the Rumyantsevs-Paskevichs was built in neo-classic style and is the compositional focus of the ensemble. The park was laid out at the end of the 18th century and is the best preserved – with romantic elements extending for 800m along the right bank of the Sozh River. The park has over 9,000 local (and exotic) varieties of tree – including Siberian pine, Japanese larch and Austrian pine. The Palace is located next to the gorgeous Gomel Petropavlovsk Cathedral – built and financed by Earl Rumyantsev. An indispensable element of the palace and park ensemble is the Gomel Chapel which was built in pseudo-Russian style at the end of the 19th century.

The Pripyatsky National Park – with its almost untouched Polesie landscapes – is also located in the region. It is unique in having primeval floodplain oak forests. The park extends for 75,000 hectares and its reserve includes over 30 lakes and several small rivers. It is home to various animals and birds – including such rare species as the black stork and serpent eagle. Park visitors can learn about its natural history or take ecological excursions or romantic trips along the Pripyat. Ancient Slavonic settlements and archaeological monuments can be seen there along with the thousand-year old town of Turov (with its monument to Kirill Turovsky and early 19th century church).

Polessky Radiation Ecological Reserve operates in the region; it was established to preserve the natural environment's unique landscape and geo-botanical structure which suffered after the radioactive contamination of the Chernobyl accident.

#### **Tasks to text 3.2.8**

##### **1. Choose the best answer.**

1. *This text deals with...*

- a) romantic ensemble of the Gomel park;

- b) unique tourist options;
- c) importance of tourism for Belarus;
- d) ancient Slavonic settlements.

2. *The main idea of passage 1 is that...*

- a) Gomel Palace and Park Ensemble is worth seen;
- b) the Gomel park has many exotic trees;
- c) the Gomel Petropavlovsk Cathedral was built by citizens of Gomel;
- d) in 2013 Gomel was announced to be the cultural capital of the CIS countries.

**2. Answer these questions using only short form answers.**

- 1. Is the Gomel Region famous for its cultural heritage?
- 2. Was Gomel announced to be the cultural capital of Belarus?
- 3. Was the park laid out at the end of the 19<sup>th</sup> century?
- 4. Does the park has over 9 000 local varieties of trees?
- 5. Is the Pripyatsky National Park unique in having pine forests?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

- 1. Why is it important to view tourism?
- 2. What is meant by spiritual heritage?
- 3. When was Gomel announced to be the cultural capital of the CIS countries?
- 4. What is the Pripyatsky National Park like?
- 5. What is the main aim of the Polesky Padiation Ecological Reserve's operation?

**4. Choose the best explanation according to context.**

1. *Heritage* means...

- a) characteristics;
- b) beliefs;
- c) living place of a hermit;
- d) receiving property, deriving (qualities) from ancestors.

2. *Tourism* means...

- a) period of duty of employment (overseas);

- b) organized touring;
- c) easily or quickly visiting;
- d) encouraging others to tour.

**5. Find words or phrases in the text which mean much the same as the following.**

- 1. Enlarge, stretch.
- 2. Keep safe from harm or danger, keep from decay risk of going bad.
- 3. Place or area reserved for some special use or purpose.
- 4. Inland scenery.
- 5. Richly coloured, magnificent.

### **Text 3.2.9**

#### **ON THE BRINK OF JOINT ACHIEVEMENTS**

Minsk Tractor Works (MTZ), another Belarus' renowned manufacturer, in cooperation with Ruselprom not only got an opportunity to expand the lineup of farm machines, but also impressed skeptics from West Europe and North America with their latest R&D projects. Unexpected for competitors and well deserved for the developers, the success of the Belarus 3032 energy – efficient tractor with electromechanical transmission at the Agrotechnika 2009, the world's largest exhibition for agricultural machinery and equipment in Hannover, is a testimony to the fruitful cooperation of the major machine building companies of Belarus and Russia.

The Belarus 3023 tractor is equipped with unique Ruselprom's electromechanical transmission. Due to innovative technical solutions the tractor outstripped by two or three years similar machines by famous producers, like John Deere, Claas, New Holland, Fend and others.

The Belarusian energy-efficient tractor has passed various tests and trials. All of them have showed that the designers and developers of the tractor did a great job. The fuel consumption has fallen by 30%, the productive capacity has increased by 20%. Besides, the tests have revealed lower pressure on tractor subassemblies, higher reliability, longer service life and lower maintenance costs. The new tractor costs about as much as a regular one, which is 20–30% less than a foreign tractor. This gives MTZ a competitive edge on the global market of energy-efficient tractors and an opportunity to challenge its major competitors. Russian partners are ready to provide any assistance to Belarusian producers. Russia suggested setting up production of energy-efficient tractors in a strategically favorable location for the two countries. Smolensk Oblast can be a perfect place. This

would give Belarusian tractors the “made in Russia” status and bring them closer to the sales market – Russian agricultural producers. According to the recently opened Smolensk Office of the Belarusian Embassy in the Russian Federation, in 2010 the trade between Belarus and Smolensk Oblast grew 1.5 times compared with the pre-crisis period. The trade approached \$1 billion making Smolensk Oblast the fourth biggest trading partner of Belarus among Russian regions.

Ruselprom has recently signed a contract with Belarusian partners to set up a joint assembly production facility, which was approved by the Government of the Republic of Belarus.

The joint plans of MTZ and Ruselprom envisage the expansion of the lineup of high-tech products with Russian-made electromechanical transmission. The development and production of the 160 hp track-type tractor is nearing completion. We are considering a possibility to manufacture a classic tractor with the capacity of 400–450 hp. This will be a four-wheel drive vehicle with electric transmission. If we increase the total efficiency of the transmission up to 82%, the pulling power and operational efficiency will rise by up to 25% due to the optimized diesel consumption. We are confident that the novelty stands great chances to surpass the international success of its predecessor.

### **Tasks to text 3.2.9**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) Belarusian producers;
- b) foreign manufacturers on the local market;
- c) dependence on non-renewable fuel resources;
- d) a testimony to the fruitful cooperation.

2. *The main idea of passage 5 is that...*

- a) it's not possible to surpass the international success of the predecessor;
- b) Belarus in cooperation with Ruselprom is a success;
- c) the new tractor costs as much as a foreign one;
- d) operation costs are lower.

#### **2. Answer these questions using only short form answers.**

1. Is Belarus 3023 tractor equipped with ordinary electromechanical transmission?

2. Has the Belarusian energy-efficient tractor passed various tests and trials?
3. Does the new tractor cost about as much as a regular one?
4. Did Russia suggest setting up production of the tractor in the Urals?
5. Was a contract between Ruselprom and Belarus approved by the Government of the Republic of Belarus?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What is the most renowned tractor manufacturer?
2. What is the Belarus 3023 tractor equipped with?
3. Why do we say that the designers and developers did a great job?
4. Who is ready to provide any assistance to Belarusian producers?
5. What do the joint plans of MTZ and Ruselprow envisage?

**4. Choose the best explanation according to context.**

1. *Cooperation* means...
  - a) operation of consumer societies;
  - b) working or acting together for a common purpose;
  - c) saving and lending money;
  - d) making common actions.
2. *Competitive* means...
  - a) having ability, knowledge;
  - b) finished, ended;
  - c) in or for which there is competition;
  - d) made up of many parts.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Possibility of holding, containing, learning.
2. Giving or showing approval, helpful.
3. Person who, firm which, manufactures things.
4. World-wide.
5. Person who takes part with another or others in some activity.

### **Text 3.2.10**

## **FREQUENCY-PROGRAMMABLE MODERNIZATION**

Projects to modernize the industry, reduce energy intensity of industrial production are another priority for Ruselprom. Here the key role belongs to Ruselprom-Mechatronics, another unit of the Russian concern.

Till 1991 Belarus was rightly regarded as “the assembly shop of the Soviet Union.” After the collapse of the Soviet Union the country inherited a large share of big industrial enterprises. Their modernization with the use of new technologies is a complex and expensive task.

In this case, the key point is to reduce the energy intensity of GDP of the country. Variable Frequency Drives (VFD) of machines allow us to solve this problem and get significant cuts in energy consumption in industry. Application of induction motors with variable speed does not only reduce power consumption, but also increases the productive capacity of an enterprise. For example, a small Western European turning company with the staff of under 40 people, which has been using VFDs for many years, produces annually 220 million units using 56 machines. For comparison, the demand of Belarus for such components is not more than 15 million units per year. However, the outdated machines, the complexity and power consumption make these units tens or even hundreds times more expensive. Replacement of DC motors with induction motors with a frequency converter is one of the focus areas of Ruselprom-Mechatronics. The company is ready to design the electrical systems for Belarusian companies.

Ruselprom-Mechatronics has a wide range of offerings for energy and housing industries. Its focus area is the development of energy-efficient solutions based on variable frequency drives and automatic control systems (ACS). According to experts, the implementation, for example, of energy-saving technologies in pumping clean water and sewage yields tangible benefits. When implementing these technologies at the pumping stations of the second and third ascent it is possible to reduce electricity consumption by 15–30%, consumption of pure water by 3–7% due to the stabilization of pressure in the network and speed control of drive motors of pumps. In addition, the volume of waste water is down 2–4% due to reduced leakage. Customers are increasingly interested in the technology offered by Ruselprom-Mechatronics.

### *Innovation Breakthrough: Together in to the Future*

A key goal set out by the government of Belarus for the next five years is the creation of new industries and enterprises capable of high-tech export products. Particular attention will be attached to the modernization of traditional sectors of the Belarusian economy in order to increase produc-

tivity, achieve world-class energy efficiency, reduce dependence on import and enhance export potential.

To successfully meet these challenges, the cooperation with Russian enterprises will have strategic importance. The above examples illustrate the benefits of the Belarusian-Russian business cooperation. Ruselprom one of the leading Russian machine building enterprises, a holder of the National Business Award “Company of the Year 2010” in the nomination “Innovative Leader of the Year.” The concern is ready to expand contacts with partners in Belarus. Given the commonality of economic interests, historical and cultural ties between our countries, we are going to build a strong foundation for innovation and technological breakthrough that will allow for the most efficient way to address economic modernization challenges in Belarus and Russia.

### **Tasks to text 3.2.10**

#### **1. Choose the best answer.**

1. *This text deals with...*

- a) increasing productivity;
- b) power consumption;
- c) economic modernization challenges in Belarus and Russian;
- d) innovation breakthrough.

2. *The main idea of passage 4 is that...*

- a) Ruselprom-Mechatronics has reduced electricity consumption, as well as consumption of pure water;
- b) the strategic product has allowed replacing foreign analogues;
- c) the outdated machines make electricity and water consumption more expensive;
- d) modernization is a complex and expensive task.

#### **2. Answer these questions using only short form answers.**

- 1. Was Belarus regarded as the assembly shop of the Soviet Union?
- 2. Does application of induction motors increase power consumption?
- 3. Does Ruselprom-Mechatronics have a wide range of offering for energy and housing industries?
- 4. Is it possible to reduce electricity consumption?
- 5. Will the cooperation with Russian enterprises have strategic importance?

**3. Answer the following questions briefly. Use one complete sentence for each answer.**

1. What did Belarus inherit after the collapse of the Soviet Union?
2. What is the key point while getting significant cuts in energy consumption?
3. What kind of offerings does Ruselprom-Mechatronics have?
4. When can consumption of pure water be reduced?
5. How can Belarus meet the challenges to produce high-tech export products?

**4. Choose the best explanation according to context.**

1. *Reduction* means...

- a) shape with four right angles;
- b) referring;
- c) reducing or being reduced;
- d) person to whom disputes are referred for decision.

2. *Offer* means...

- a) do wrong;
- b) hold out, put forward;
- c) compensate;
- d) act of omitting.

**5. Find words or phrases in the text which mean much the same as the following.**

1. Costing a great deal.
2. Something new that is introduced.
3. The quality used up, consumed.
4. That is not or cannot be used, no longer of use.
5. Carry out as undertaking, agreement, promise.



## 4. ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

### 4.1. МЕСТОИМЕНЕНИЯ

Местоимения делятся на следующие группы: личные, притяжательные, возвратные, указательные, относительные, неопределенные, взаимные, вопросительные, отрицательные, обобщающие.

#### Личные местоимения (Personal Pronouns)

Личные местоимения представлены в таблице 1.

Таблица 1 – Личные местоимения

| Person<br>(лицо)                     | The Nominative Case<br>(именительный падеж) | The Objective Case<br>(объектный падеж) |
|--------------------------------------|---|---|
| <i>Singular (единственное число)</i> |   |   |
| 1 <sup>st</sup>                      | I (я)                                       | Me (мне, меня)                          |
| 2 <sup>nd</sup>                      | You (ты)                                    | You (вас, вам)                          |
| 3 <sup>rd</sup>                      | He (он)                                     | Him (его, ему)                          |
|                                      | She (она)                                   | Her (ее)                                |
|                                      | It (он, она, оно)                           | It (его, ее, ему, ей)                   |
| <i>Plural (множественное число)</i>  |   |   |
| 1 <sup>st</sup>                      | We (мы)                                     | Us (нас, нам)                           |
| 2 <sup>nd</sup>                      | You (вы)                                    | You (вас, вам)                          |
| 3 <sup>rd</sup>                      | They (они)                                  | Them (их, им)                           |

Если местоимение **I** употребляется рядом с другими личными местоимениями или существительными, то оно ставится после них, например:

***She** and **I** were invited to the meeting.*

Местоимение **it** заменяет существительные, обозначающие неодушевленный предмет, и соответствует русским местоимениям *он, она, оно* в зависимости от рода существительного в русском языке. Местоимение **it** употребляется по отношению к животным и ребенку (child, baby), когда мы не знаем их пол. Сравните:

***The book** is on the shelf. **It** is on the shelf.  
Look at **the baby**. **It** is so nice!*

Местоимение **you** всегда употребляется во множественном числе, например:

*Jack, **are you** hungry?*

## Притяжательные местоимения (Possessive Pronouns)

Формы притяжательных местоимений в сопоставлении с личными местоимениями приведены в таблице 2.

Таблица 2 – Притяжательные и личные местоимения

| Person<br>(лицо)                     | Personal Pronouns<br>(личные местоимения) | Possessive Pronouns<br>(притяжательные местоимения) |
|--------------------------------------|---|---|
| <i>Singular (единственное число)</i> |   |   |
| 1 <sup>st</sup>                      | I   | My (мой)  |
| 2 <sup>nd</sup>                      | You                                       | Your (твой, ваш)                                    |
| 3 <sup>rd</sup>                      | He, she, it                               | His, her, its (его, ее)                             |
| <i>Plural (множественное число)</i>  |   |   |
| 1 <sup>st</sup>                      | We  | Our (наш)   |
| 2 <sup>nd</sup>                      | You                                       | Your (ваш)  |
| 3 <sup>rd</sup>                      | They                                      | Their (их)  |

Притяжательное местоимение всегда стоит перед существительным, к которому оно относится, например:

*Look at **my** new **hat**!*

*Is it **your** **book**?*

Если существительное отсутствует, используются формы притяжательных местоимений, представленные в таблице 3.

Таблица 3 – Формы притяжательных местоимений при отсутствии существительного

| Singular (единственное число) | Plural (множественное число) |
|-------------------------------|------------------------------|
| My – mine                     | Our – ours                   |
| Your – yours                  | Your – yours                 |
| His – his                     | Their – theirs               |
| Her – hers                    |                              |
| It – its                      |                              |

Примеры:

*Is it your hat? Yes, it is **mine**.*

*Are these your books? No, they are **theirs**.*

Эта форма притяжательных местоимений также может употребляться в оборотах с предлогом **of** в значении “один из”, например:

*Tom is a friend of **mine**.*

### Возвратные местоимения (Reflexive Pronouns)

Возвратные местоимения в форме единственного и множественного числа приведены в таблице 4.

Таблица 4 – Возвратные местоимения

| Person<br>(лицо) | Singular<br>(единственное число) | Plural<br>(множественное число) |
|------------------|----------------------------------|---------------------------------|
| 1 <sup>st</sup>  | Myself                           | Ourselves                       |
| 2 <sup>nd</sup>  | Yourself                         | Yourselves                      |
| 3 <sup>rd</sup>  | Himself, herself, itself         | Themselves                      |

При некоторых глаголах, таких как to wash, to dress, to shave, to bathe, to hide, возвратные местоимения опускаются, например:

*I washed, dressed and shaved.*

### Указательные местоимения (Demonstrative Pronouns)

Формы указательных местоимений представлены в таблице 5.

Таблица 5 – Указательные местоимения

| Singular (единственное число) | Plural (множественное число) |
|-------------------------------|------------------------------|
| This – это, этот, эта         | These – эти                  |
| That – тот, та, то            | Those – те                   |

### Вопросительные местоимения (Interrogative Pronouns)

К вопросительным относятся местоимения **who** (кто), **whom** (кого), **whose** (чей), **what** (что, каков, какой), **which** (который, какой, кто, что).

Если вопросительные местоимения **who** и **what** являются в предложении подлежащими, то в вопросе употребляется порядок слов повествовательного предложения, например:

*Who has taken my pencil?*  
*What has happened?*

Местоимение **which** обычно используется, когда есть ограниченный выбор, например:

*Whish size do you want: small, medium or large?*

Местоимение **what** используется, когда говорящий не ограничен выбором, например:

*What languages can you speak?*

### Относительные местоимения (Relative Pronouns)

Относительные местоимения служат для связи придаточных предложений с главным. К ним относятся:

- who – *кто, который*;
- whom – *кого*;
- whose – *чей*;
- what – *что, какой*;
- which – *который, какой, кто, что*;
- where – *где*;
- when – *когда*.

### Неопределенные местоимения (Indefinite Pronouns)

#### *Местоимения some, any, no, none*

С неисчисляемыми существительными или существительными во множественном числе неопределенный артикль не употребляется, вместо него используются местоимения **some, no, any**.

**Some** (*некоторый, какой-нибудь, несколько*) употребляется в утвердительных предложениях, в специальных вопросах, а также в общих вопросах, в которых что-нибудь предлагается или выражается какая-нибудь просьба, например:

*She gave me some money.  
Why didn't you buy some cheese?  
Would you like some tea?*

**Any** (кто-нибудь, какой-нибудь) употребляется в отрицательных предложениях, общих вопросах и условных предложениях. Местоимение **any** употребляется в утвердительных предложениях в значении “любой”, например:

*Is there any news?  
I haven't got any money on me.  
He asked if I had any books.  
You may wear any clothes tomorrow.*

**Some** и **any** могут употребляться в значении существительных, например:

*We've run out of bread, have you got any?*

Местоимение **no** употребляется в отрицательных предложениях вместо частицы **not**. Сравните:

*I have **not** got **any** news. – I have got **no** news.*

**No** не употребляется в качестве местоимения-существительного, вместо него используется местоимение **none**, например:

*Have you got a spare pencil? I've got **none**.*

### ***Производные местоимения от some, any, no***

Местоимения, образованные от **some**, **any**, **no**, и случаи их употребления представлены в таблице 6.

Таблица 6 – Употребление местоимений, образованных от **some**, **any**, **no**

| Местоимения                            | Условия употребления                            |
|--|---|
| Somebody, someone (кто-то, кто-нибудь) | Утвердительные предложения, специальные вопросы |
| Something (что-то, что-нибудь)         |   |
| Somewhere (где-то, куда-то)            |   |

## Окончание таблицы 6

| Местоимения                   | Условия употребления  |
|-------------------------------|---|
| Anybody, anyone (кто-нибудь)  | Отрицательные предложения, общие вопросы, условные предложения, утвердительные предложения (в значении “любой”) |
| Anything (что-нибудь)         |   |
| Anywhere (где-то, где-нибудь) |   |
| Nobody, no one (никто)        | Отрицательные предложения   |
| Nothing (ничто)               |   |

Когда эти местоимения служат подлежащим, глагол ставится в единственном числе, например:

*Somebody has left this letter for you.*

### Местоимения **much, many**

Местоимение **much** (много) употребляется с неисчисляемыми существительными, **many** (много, многие) – с исчисляемыми. Сравните:

*We haven't got much time.*

*Have you got many friends here?*

Местоимения **much, many** употребляются в основном в отрицательных и вопросительных предложениях.

В утвердительных предложениях употребляются **a lot of, plenty of, a good deal of, a great deal of**, например:

*I've got a lot of friends.*

В утвердительных предложениях **much** и **many** могут употребляться в комбинации со словами **very, rather, too, so, as, how**, например:

*So much money was wasted.*

*Too many people believe her innocence.*

### Местоимения **little (a little), few (a few)**

Выбор при написании местоимения **little (a little), few (a few)** зависит от того, является ли существительное, к которому оно относится, исчисляемым или неисчисляемым (таблица 7).

Таблица 7 – Употребление местоимений **little (a little), few (a few)**

| Неисчисляемые существительные             | Исчисляемые существительные            |
|---|--|
| Little – мало (недостаточно)              | Few – мало                             |
| A little – немного (некоторое количество) | A few – немного (некоторое количество) |

Примеры:

*There's **little** (мало) **time**. We must hurry up.*

*The weather was rainy, so very **few** (мало) **people** came to see the match.*

*I have **a little** (немного) **time**, so we can sit and talk for a while.*

*I received **a few** (несколько) **letters** yesterday.*

### Местоимение **other**

Местоимение **other** (*другой, другие*) употребляется как в качестве местоимения-прилагательного (при существительном), так и местоимения-существительного (полностью заменяя ранее упомянутое или подразумеваемое существительное). Неопределенный артикль **an** пишется слитно с **other**, образуя местоимение **another** (таблица 8).

Таблица 8 – Употребление местоимения **other**

| Число         | Местоимение-прилагательное | Местоимение-существительное | Значение   |
|---------------|----------------------------|-----------------------------|--|
| Единственное  | Another                    | Another                     | <i>Другой</i> (по качеству)  |
|               | The other                  | The other                   | <i>Еще один</i> (по количеству), <i>другой, второй</i> (только о двух) |
| Множественное | The other                  | The others                  | <i>Другие, остальные</i> (конкретные)                                  |
|               | Other                      | Others                      | <i>Другие</i> (неопределенные)   |

Местоимение **other** в роли существительного принимает форму множественного числа с окончанием **-s** – **others**, а также может принимать форму притяжательного падежа: единственное число – **other's**, множественное число – **others'** (в этой форме оно становится определением к другому существительному).

Рассмотрим примеры:

- Определение перед существительным:

*Some pupils like English, **other** pupils don't.* – Некоторым ученикам нравится английский язык, другим ученикам нет.

- Определение перед заменителем существительного:

*Some pupils like English, **other** ones don't.* – Некоторым ученикам нравится английский язык, другим ученикам нет.

- Определение в роли самого существительного:

*Some pupils like English, **others** don't.* – Одним ученикам нравится английский язык, **другим** нет.

### Взаимные местоимения

К числу указательных местоимений относятся **each other** и **one another**. Они предполагают взаимодействие, контакт между двумя и более людьми. Местоимение **each other** относится только к двум лицам или предметам, **one another** – к двум и большему количеству лиц или предметов, выполняющих одно и то же действие. Например:

*Tom and Ann love **each other**.*

*There were three men in the boat, sitting close to **one another**.*

### Местоимение all

Местоимение **all** может употребляться в качестве существительного и прилагательного, например:

***All** the boys went to the football match. I gave her **all** she asked for.*

Если местоимение **all** употребляется в качестве прилагательного, то артикль **the**, притяжательные и указательные местоимения ставятся после него, например:

***All** his friends came to see him in hospital.*

Местоимение **all** может употребляться с прилагательными, наречиями, предлогами, например:



*You're **all** wet!*  
*It's **all** because of you!*

**All** в значении **everybody** в английском языке не употребляется, например:

***Everyone (everybody)** wanted Madonna's autograph.*

**All** может употребляться в формальном стиле в значении “all the people”, но оно обычно конкретизируется, например:

***All (those)** who wish to apply must do so in writing.*

**All** и **everything** вместе с глаголом в единственном числе могут использоваться без различий в употреблении, например:

***All (everything)** I have belongs to you.*

### Местоимение both

Местоимение **both** употребляется как в качестве местоимения-прилагательного, так и местоимения-существительного.

*В качестве местоимения-прилагательного **both** употребляется:*

1. Только с исчисляемыми существительными, когда говорящий имеет в виду два лица или предмета. В отличие от **all**, определяемое существительное может употребляться как без артикля, так и с определенным артиклем **the**, например:

***Both (the)** girls came late. – Обе девушки опоздали.*

***Both these books** are interesting. – Обе эти книги интересные.*

*Hold it with **both hands**. – Держи это обеими руками.*

2. В функции определения к личным местоимениям (**we, you, they**):

• После определяемого слова, например:

***We both** like coffee. – Мы оба любим кофе.*

***They both** came on time. – Они оба пришли вовремя.*

• После глагола **to be (are, were)**, например:

***You are both** wrong. – Вы оба не правы.*

**Both** не употребляется в отрицательных предложениях. Вместо него употребляется **neither of...** (*ни один (из двух), никто из*), например:

*Both of us knew about it. – Мы оба знали об этом.*

*Neither of us knew about it. – Мы оба не знали об этом (Ни один из нас не знал об этом).*

*Neither of them came to the meeting. – Никто из них не пришел на собрание.*

В качестве местоимения-существительного **both** может замещать как исчисляемые, так и неисчисляемые существительные:

1. В функции подлежащего. После местоимения **both** (как и после **all**) глагол-сказуемое употребляется во множественном числе, например:

*Both have come in time. – Оба пришли вовремя.*

*Both (of them) were mistaken. – Оба (они) ошибались.*

*Both (of the books) are very interesting. – Обе (эти книги) очень интересные.*

2. В функции дополнения, например:

(A) *Have you got a pen or a pencil?*

(B) *I've got both.*

(A) *I don't know which one to take, I think I'll take both.*

(A) *У тебя есть ручка или карандаш?*

(B) *У меня есть и то и другое.*

(A) *Я не знаю, что (какую) взять, я думаю, (что) я возьму обе.*

## Practice Exercises

### 1. Choose the correct pronoun.

1. Bob is one of *our (us, ours)* best students.
2. He defended *yourself (himself, myself)* bravely.
3. This demand of *they (them, theirs)* is quite ridiculous.
4. She folded the letter and replaced it in *its (it, his)* envelope.
5. Self-talk is the way we explain a problem to *ourselves (us, ours)*.
6. They will answer the letter *myself (yourselves, themselves)*.
7. She is writing a letter to an old friend of *she (her, hers)*.
8. That's my dictionary. Can I have *him (it, its)* back?
9. I hope you all enjoy *yourselves (you, yourself)* on your holiday.

10. Either Tim or Jerry bought *their* (*his, themselves*) track shoes at the shopping centre the other day.

**2. Complete the following sentences with *some, any, no*.**

1. Do you really have to take ... more final exams before graduation?
2. There is hardly ... reason why I can't go to the game with you.
3. Water has more uses than ... other single substance.
4. I'd be grateful for ... help you could give me.
5. My mother hoped that perhaps the university had ... funds to give a grant.

**3. Complete the following sentences with *somebody, anybody, something, anything, nobody, nothing, somewhere, anywhere, nowhere*.**

1. Does ... mind I smoke?
2. I am expecting ... at 12 o'clock.
3. The doorbell rang but there was ... there.
4. Speak louder. I don't hear... .
5. Would you like ... to eat?

**4. Choose the correct pronoun.**

1. Do you see *that* (*these, those*) bushes on the other side of the river.
2. Well, *this* (*that, these's*) exactly what I did.
3. *That* (*This, Those*) is what I want you to do.
4. This is my dictionary, and *that* (*this, these*) is yours.
5. Look at *these* (*this, that*) beautiful flowers!

**5. Complete the following sentences with *little, few, a little, a few*.**

1. I don't think Jill would be a good teacher. She's got ... patience with children.
2. (A) Would you like some more cheese?  
(B) Yes, but only ... .
3. His theory is very complicated: very ... people understand it.
4. I last saw Jack ... days ago.
5. We didn't have any money but Tom had ... .

**6. Complete the following sentences with *much, many, a lot of*.**

1. There has been ... of rain recently.

2. There isn't ... international news in the local paper.
3. There is too ... sugar in my coffee.
4. I have so ... offers that I don't know what decision to take.
5. There isn't ... furniture in this flat.

**7. Complete the following sentences with *who(m)*, *whose*, *which*, *that*.**

1. That's the woman ... works in this bank.
2. People ... outlook is optimistic on life are usually happy people.
3. Have you seen the book ... was on this table?
4. Mr. and Mrs. are the people ... child was injured in an accident.
5. I really enjoyed the book ... I read last week.

**8. Complete the following sentences with *both*, *either*, *neither*.**

1. (A) What are you going to have, orange juice or Coke?  
(B) ..., I'm not thirsty.
2. Tell ... your mother and father that I'm expecting them tonight.
3. She can play with the tennis racket in ... hand.
4. You can borrow ... of my two cameras.
5. ... his legs were broken in the accident.

**9. Complete the following sentences with *another*, *other*, *others*, *the other*, *the others*.**

1. I've got two sisters. One of them is a nurse ... is still a student.
2. Alec whispered something from ... side of the table.
3. Some people like spring, ... prefer winter.
4. Can I have ... cup of tea?
5. Why are you sitting here alone? Where are ... ?

## **4.2. МОДАЛЬНЫЕ ГЛАГОЛЫ**

В английском языке есть группа глаголов, которые выражают не действия, а только отношение к ним со стороны говорящего. Они называются *модальными глаголами*. К числу модальных глаголов относятся **can, may, must, to have to, to be to, ought to, shall, should, will, need, dare**.

Модальные глаголы являются дефектными (недостаточными) по

форме, так как у них отсутствует ряд грамматических форм, например они не имеют суффикса **-s** в 3-м лице единственного числа настоящего времени; у них нет инфинитива, инфовой формы и причастия; у некоторых из них нет формы прошедшего времени (**must, should, ought, need**).

Взамен недостающих форм употребляются их эквиваленты (таблица 9).

Таблица 9 – **Формы модальных глаголов в настоящем, прошлом и будущем времени**

| Present | Past            | Future                                 |
|---------|-----------------|--|
| Can     | Could           | Shall (will) to be able to do smth.    |
| Must    | Had to do smth. | Shall (will) have to do smth.          |
| May     | Might           | Shall (will) to be allowed to do smth. |

Среди особенностей модальных глаголов необходимо упомянуть следующие:

- Инфинитив смыслового глагола употребляется без частицы **to** после всех модальных глаголов, кроме **ought, to have** и **to be, to be able, to need**.

- Вопросительная и отрицательная формы образуются без вспомогательного глагола, в вопросительной форме модальный глагол ставится перед подлежащим, отрицательная форма образуется при помощи частицы **not** (глагол **can** пишется слитно с частицей **not – cannot**).

*Исключение* составляют глаголы **need to** и **have to**, которые образуют отрицательные и вопросительные формы с помощью вспомогательного глагола **do**.

Приведем краткую форму модальных глаголов в отрицательной форме:

- cannot – can't;
- could not – couldn't;
- will – won't;
- would – wouldn't;
- shall – shan't;
- should – shouldn't;
- must not – mustn't;
- ought not – oughtn't;
- need not – needn't.

Примеры использования модальных глаголов приведены в таблице 10.

Таблица 10 – Использование модальных глаголов

| Употребление             | Present (Future)  | Past   |
|--------------------------|---|--|
| —                        | —   | Modal Verb + have + V3 <sup>1</sup> .<br>Modal Verb + have been + Ving <sup>2</sup> .<br>Needed to (had to, could, was able) + Verb  |
| Способность, умение      | <i>He <b>can</b> run fast</i> (может физически).<br><i>She <b>is able to</b> run a marathon</i> (способна).<br><i>We <b>will be able to</b> see the moon if we look through this window</i> (у нас будет такая возможность, если мы что-то для этого сделаем) | <i>He <b>could (was able)</b> to run fast when he was younger</i> (мог физически).<br><i>She <b>was able</b> to run away</i> или <i>She <b>managed to</b> do it</i> (ей удалось) |
| Возможность, вероятность | <i>She <b>can</b> win the marathon</i> (90% уверенности)  | —  |
|                          | <i>She <b>could</b> still be at home</i> (50% уверенности)  | <i>She <b>could have got</b> into an accident</i> (была большая вероятность, но к счастью все обошлось)  |
|                          | <i>Sarah <b>may</b> be studying in the library</i> (50% уверенности)  | <i>She <b>may have finished</b> her work yesterday</i> (возможно, она закончила)   |
|                          | <i>He <b>might</b> need this book</i> (40% уверенности)   | <i>He <b>might have lost</b> your telephone number</i> (возможно, он потерял)  |
|                          | <i>He <b>will</b> be back soon</i> (100% уверенности)   | —  |
|                          | <i>Mathew <b>should</b> be here soon</i> (90% уверенности, только в будущем времени)  | <i>Mathew <b>should have returned</b> by now</i> (наверное, он уже вернулся)   |
|                          | <i>Andrew <b>ought to</b> be at work by now</i> (90% уверенности)   | <i>Andrew <b>ought to have arrived</b> at work an hour ago</i> (наверняка, он уже там)   |
| Совет                    | <i>You <b>should</b> stop smoking</i>   | <i>You <b>should have talked</b> to her about that</i> (но ты этого не сделал)   |
|                          | <i>You <b>ought to</b> listen to your parents</i>   | <i>She <b>ought to have come</b> to hospital earlier</i> (но она этого не сделала)   |
|                          | <i><b>Shall I</b> stay with the patient?</i> (мы просим совет)  | —  |

<sup>1</sup> V3 – причастие прошедшего времени.

<sup>2</sup> Ving – причастие настоящего времени.

Продолжение таблицы 10

| Употребление               | Present (Future)   | Past  |
|----------------------------|--|---|
| Логическое предположение   | <i>They <b>must</b> be at home</i> (90% уверенности: должно быть, они дома)  | <i>They <b>must have been</b> away when you calle</i> (мы уверены, они отсутствовали)   |
|                            | <i>They <b>can't</b> be so cruel</i> (всегда в отрицательных предложениях: мы уверены в том, что они не могут быть такими жестокими)   | <i>He <b>can't have broken</b> the vase</i> (сомнение, недоверие)   |
|                            | <i>They <b>couldn't</b> be at the concert now</i> (всегда в отрицательных предложениях: мы не думаем, что они на концерте)   | <i>They <b>couldn't have been</b> at home yesterday</i> (сомнение, но в менее категоричной форме)   |
| Разрешение, запрет         | <i>You <b>can (can't)</b> go there alone</i> (разрешение или запрет, неформальный стиль)   | <i>They <b>weren't allowed to (couldn't)</b> enter the building. They <b>were allowed to</b> enter the building</i> (NOT: could)  |
|                            | <i>You <b>mustn't</b> see her</i> (запрет, неформальный стиль).<br><i>You <b>may not</b> smoke here</i> (запрет, формальный стиль, часто в надписях)   | —   |
| Просьба                    | <i><b>Can I</b> borrow your pencil?</i> (неформальный стиль)<br><i><b>Could I</b> borrow your pencil?</i> (вежливо)<br><i><b>May I</b> talk to you?</i> (формальный стиль)<br><i><b>Might I</b> talk to your boss?</i> (очень формальный стиль)<br><i><b>Will you</b> help me?</i> (дружеский, неформальный стиль) | —   |
| Необходимость, обязанность | <i>I <b>must</b> be in the office at ten o'clock</i> (обязан, должен)  | <i>I <b>had to</b> be in the office yesterday</i> (был обязан)  |
|                            | <i>We <b>have to</b> move to London</i> (должны в силу обстоятельств)  | <i>I was offered a good job, so I <b>had to</b> move to London</i>  |
|                            | <i>We <b>are to</b> meet at the railway station at ten</i> (по договоренности)   | <i>We <b>were to</b> meet at the railway station at ten</i>   |
|                            | <i>The car <b>needs</b> repairing</i> или <i>The car <b>needs to be repaired</b></i> (необходимость)   | <i>The car <b>needed</b> repairing</i> или <i>The car <b>needed to be repaired</b></i>  |
|                            | <i>We <b>don't have to (don't need to, needn't)</b> wear uniform tomorrow</i> (нет необходимости)  | <i>We <b>didn't have to (didn't need to)</b> wear uniform yesterday</i> (не было необходимости).<br>Но: <i>We <b>needn't have worn</b> uniform yesterday</i> (мы ее надели, но необходимости не было) |
|                            | <i>You <b>ought to</b> respect your parents</i> (моральное обязательство)  | —   |

| Употребление | Present (Future)   | Past   |
|--------------|--|--|
| Критика      | <i>You could help me with this task</i>  | <i>You could have helped me</i><br>(но не помог).<br><i>He should have helped you</i><br>(но не помог).<br><i>He ought to have helped you</i><br>(но не помог) |
| Предложение  | <i>Can I help you?</i><br><i>Shall we go to the theatre tonight?</i><br><i>We could stay if you wish</i> | —  |

### Practice Exercises

#### 1. Fill in the blanks with *can (could)* or *may (might)*.

1. When they told me I was cured and ... go, I ... tell you I was more afraid than glad.
2. His letter ... have given them the idea.
3. His knee touched the bottom. He crawled further and at last lay full length on the pebbles. He now felt so tired he ... not understand how a moment ago he ... have been capable of swimming.
4. You've done me a great service. I knew I ... trust you.
5. Her mother said she ... play with me if she wished.
6. He's a nice boy. I'm glad you brought him out here. We ... have some fun.

#### 2. Fill in the blanks with *can (be able)*, *may* or *must*.

1. (A) Will you know where to go?  
(B) Yes, thank you. I ... always ask my brother.
2. (A) Didn't she hear our shouting?  
(B) She says she heard nothing.  
(A) She ... have wandered a long way.
3. What ... he have meant when he said it?
4. He ... have flown off after he dropped us. He ... not land here. Not in a plane with wheels.
5. (A) I'd give anything to meet that fellow.  
(B) We ... see what ... be done.



### **3. Fill in the blanks with must, have to or be to.**

1. "It is eight o'clock. The children... go to bed," Mr. Hudson said to the nurse.
2. She ... go to bed at eight o'clock to be up in time for the first train.
3. At this boarding school the children ... go to bed at eight o'clock.
4. (A) I've told my husband he ... (not) smoke in the drawing-room.  
(B) And I ... (not) tell my husband such things; he's a born gentleman.
5. He ... stay the night with us. I won't let him drive to the country in this rain.

### **4. Supply the necessary modal verbs for the following sentences, noticing carefully the Russian equivalents given in brackets.**

1. He ... not and ... not believe her (*не мог, не хотел*).
2. He sat, thinking unhappily of his talk with Jimmy. He wondered if he ... have stayed with him. He felt he ... have said something at least, to warn Jimmy against Smith. But what ... he have said? And Jimmy ... not have listened (*надо было бы, следовало бы, мог бы, не стал бы*).
3. He came out of the water, smiling. "You ... have come earlier," he said. "We ... have swum together. The water is great" (*зря не пришел, могли бы*).
4. "Last night, you know, Hugh suddenly began to speak to me about what my future was going to be like." "What ... it have meant?" "How ... I know?" (*и что это могло значить, откуда мне знать*).
5. There was an old apple tree beside the path. I said, "I bet I climb that." "No, you ... not," said Jack (*могу, не надо*).

### **4.3. ГЕРУНДИЙ**

Герундий – это неличная форма глагола, обладающая признаками как глагола, так и существительного. Подобной формы в русском языке нет.

Как и глагол, герундий имеет формы времени и залога, может определяться наречием. Как и существительное, герундий может выполнять в предложении функцию подлежащего, дополнения и определяться притяжательным или указательным местоимением. В сочетании с предлогом **of** герундий может выполнять функцию определения.

Формы герундия совпадают с формами причастия настоящего вре-

мени и перфектного причастия. **Indefinite Gerund** выражает действие, одновременное с действием глагола-сказуемого, **Perfect Gerund** выражает действие, которое предшествует действию, выраженному глаголом-сказуемым (таблица 11).

Таблица 11 – **Формы герундия**

| Форма причастия   | Действительный залог | Страдательный залог |
|-------------------|----------------------|---------------------|
| Indefinite Gerund | Reading              | Being read          |
| Perfect Gerund    | Having read          | Having been read    |

На русский язык герундий переводится существительным, неопределенной формой глагола, деепричастием, глаголом в личной форме или придаточным предложением, например:

*Students often have considerable difficulties in **understanding** the difference between the Present Perfect and the Past Indefinite.* – Учащиеся часто испытывают значительные трудности в **понимании различия** между настоящим совершенным временем (глагола) и прошедшим неопределенным (или **“в том, чтобы понять различие...”**).

### **Функции герундия в предложении**

В предложении герундий может употребляться в следующих функциях:

- Подлежащего, например:

*Your **coming** now and **saying** “I’m her father” doesn’t change my feelings.* – То, что вы пришли сейчас и говорите “Я – ее отец”, не меняет моих чувств.

- Именной части сказуемого, например:

*Seeing is **believing**.* – Увидеть – значит поверить.

- Дополнения (прямого, предложного), например:

*The teacher has aimed **at teaching** students to speak in correct English.* – Учитель поставил цель научить учащихся правильно говорить на английском языке.

- Определения, например:

*The difficulties **of rebuilding** the plant were successfully overcome.* – Трудности, связанные с перестройкой завода, были успешно преодолены.

- Обстоятельства, например:

*You can help him **by supporting** him.* – Вы можете помочь ему тем, что поддержите его.

После таких глаголов, как **to like, to dislike, to prefer** и других, в качестве дополнения может употребляться как герундий, так и инфинитив. Сравните:

*I like **skiing** in winter* или *I like to ski in winter.* – Зимой я люблю ходить на лыжах.

После таких глаголов, как **to avoid, to need, to mind** (в значении “возражать”), **to remember, to require**, в качестве дополнения употребляется только герундий, например:

*I remember **going** to the British Museum one day to read up the treatment for some slight ailment...* – Помню, как однажды я ходил в Британский Музей, чтобы изучить способ лечения какого-то легкого недомогания...

Глаголы **to stop, to forget** в зависимости от того, следует за ним герундий или инфинитив, имеют разные значения. Сравните:

*He stopped to speak to me.* – Он остановился, чтобы поговорить со мной.

*He stopped **speaking**.* – Он перестал разговаривать.

После некоторых глаголов с предлогами и наречиями, а также после некоторых словосочетаний с предлогами употребляется только герундий. К ним относятся:

- to give up;
- to be afraid of;
- to be famous;
- to be fond of;

- to be interested;
- to be worth of;
- to be proud of;
- to depend on;
- to insist on (upon);
- to know of;
- to object to;
- to prevent from;
- to think of;
- to go on.

Приведем пример:

*You are proud of being a docker, aren't you? – Вы гордитесь тем, что вы докер, не правда ли?*

После составных предлогов **because of, on account of, thanks to, due to, owing to, instead of, in spite of, for the purpose of, with a view of, of (no) use** употребляется только герундий.

### Герундий и причастие настоящего времени

Сходство герундия и причастия настоящего времени состоит в том, что они образуются одинаково (путем прибавления к основе инфинитива суффикса **-ing**) и имеют признаки глагола.

Герундий и причастие настоящего времени могут определяться наречием и употребляются в предложении в функции обстоятельств. Вне контекста бывает трудно определить, чем является неличная форма глагола, оканчивающаяся на **-ing**: причастием или герундием. Вместе с тем герундий и причастие – это разные неличные формы глагола, отличающиеся одна от другой и по своему значению, и по функциям, выполняемым ими в предложении. Герундий имеет признаки глагола и существительного, в то время как причастие имеет признаки глагола и прилагательного (таблица 12).

Таблица 12 – Различия между герундием и причастием

| Герундий   | Причастие   |
|--|---|
| Употребляется в функции подлежащего, именной части сказуемого, дополнения, например:<br><i>Carrying out this operation is very important.</i> – Выполнение этой операции очень важно | Не употребляется в функции подлежащего, именной части сказуемого, не может быть дополнением |

| Герундий  | Причастие  |
|---|--|
| В функции определения употребляется с предлогом, например:<br><i>The method of <b>carrying out</b> the operation is well known.</i> – Метод выполнения операции хорошо известен                                     | В функции определения употребляется без предлога, например:<br><i>The group <b>carrying out</b> the operation consisted of 20 men.</i> – Группа, выполнявшая операцию, состояла из двадцати человек    |
| В функции обстоятельства употребляется с предлогом, например:<br><i><b>Before carrying out</b> the operation one should study all the instructions.</i> – Прежде чем выполнять операцию, нужно изучить все указания | В функции обстоятельства употребляется без предлога, например:<br><i><b>Carrying out</b> the operation the tanks penetrated into the enemy rear.</i> – Выполняя операцию, танки зашли в тыл противника |

### Герундий и отглагольное существительное

Отглагольное существительное образуется путем прибавления к основе инфинитива суффикса **-ing**, т. е. по форме отглагольное существительное совпадает с герундием, например:

*To begin (начинать) – beginning (начало), to drink (пить) – drinking (питье), to open (открывать) – opening (открытие, отверстие).*

Но отглагольное существительное и герундий – это две разные части речи, имеющие разные значения и выполняющие разные функции в предложении.

Отглагольное существительное имеет все свойства существительного и на русский язык переводится чаще всего существительным, герундий же имеет только некоторые свойства существительного (таблица 13).

Таблица 13 – Различие между герундием и отглагольным существительным

| Герундий   | Отглагольное существительное   |
|--|--|
| Не может иметь артикля, например:<br><i>I remember <b>meeting</b> in Moscow.</i> – Я помню, как встретил его в Москве                              | Может иметь артикль, например:<br><i><b>The meeting</b> began at 7.</i> – Собрание началось в 7 ч  |
| Не может иметь формы множественного числа, например:<br><i>I don't mind your <b>opening</b> the window.</i> – Я не возражаю, если вы откроете окно | Может иметь форму множественного числа, например:<br><i>All these <b>shuttings</b> and <b>openings</b> of the door disturb me greatly.</i> – Все эти открывания и закрывания дверей страшно мне мешают |

| Герундий   | Отглагольное существительное  |
|--|---|
| Может иметь прямое дополнение, например:<br><i>He began <b>doing</b> his exercises when I left him.</i> – Когда я ушел от него, он начал выполнять упражнения                      | Может иметь предложное дополнение, например:<br><i>The <b>doing</b> of the exercises didn't take him long.</i> – Выполнение упражнений не отняло у него много времени |
| Может определяться наречием, например:<br><i>I don't like your <b>speaking</b> so loudly.</i> – Я не люблю, когда вы так громко разговариваете                                     | Может определяться прилагательным, например:<br><i>My attention was attracted by his <b>loud speaking</b>.</i> – Мое внимание было привлечено его громкой речью       |
| Имеет формы времени и залога, например:<br><i>Mother disapproved of her son's <b>having come</b> so late.</i> – Мать неодобрительно отнеслась к тому, что ее сын пришел так поздно | Не имеет форм времени и залога  |

## Practice Exercises

### 1. State the functions of the Gerund. Translate the sentences into Russian.

1. It rained for three days without stopping. 2. I couldn't sleep despite being tired. 3. Having a lot of freedom is very important to me. 4. I'm not interested in discussing your problem. 5. Thomas Edison was well-known for working very long hours. 6. He accuses me of having destroyed all his hopes. 7. Can't you stay? I don't like being alone in the house. 8. She doesn't like being taken notice of. 9. After having been taught English for three years, he was now to take up French and Spanish. 10. Despite living in the same street, we hardly ever see each other. 11. He had the advantage of always having confidence in himself. 12. Denying the fact would worsen the situation. 13. It's no use being sorry now. 14. They had the gift of making you feel at home. 15. The young man didn't feel like laughing. 16. I wanted to go alone but they insisted on coming with me. 17. It's no good taking advantage of people's weakness. 18. The constant chatter of the children prevented him from working. 19. There's no point in having a car if you never use it. 20. I think you should apologize to Sue for being so rude to her. 21. I'm fed up with this work. I'm thinking of trying something else. 22. We have decided against having a new car because we can't really afford it. 23. I wanted to go out alone but Joe insisted on coming

with me. 24. Speaking a language every day is the best way of learning it. 25. Our house needs painting. 26. Crying won't help matters. 27. We use knife and fork for eating meat. 28. You will only succeed by trying hard. 29. I don't want to force you into doing something against your will. 30. Being laughed at is never very nice.

**2. Use the correct form of the Gerund of the verb in brackets. Translate into Russian.**

1. Why do you avoid (*see*) me? 2. He tried to avoid (*see*). 3. We insist on (*send*) him there at once. 4. He insists on (*send*) there instead of me. 5. Do you mind (*examine*) the first? 6. He showed no sign of (*know*) them. 7. She showed no sign of (*impress*). 8. He had the most irritating habit of (*joke*) at the wrong moment. 9. I was annoyed at (*interrupt*) every other moment. He hated (*remind*) people of their duties or (*remind*) of his. 10. In (*discuss*) the problem they touched upon some very interesting items. 11. The equipment must go through a number of tests before (*install*). 12. The water needs (*filter*). 13. The matter is not worth (*speak of*). 14. Excuse me for (*give*) you so much trouble. 15. You never mentioned (*speak*) to them on the subject. 16. I don't remember ever (*see*) you. 17. The boys were punished for (*break*) the window.

**3. Complete the sentences with a suitable word. Use the following verbs once only:**

- |          |           |                  |          |           |
|----------|-----------|------------------|----------|-----------|
| • have;  | • study;  | • <i>smoke</i> ; | • work;  | • live;   |
| • go;    | • get up; | • say;           | • make;  | • watch;  |
| • write; | • see;    | • learn;         | • look;  | • become; |
| • use;   | • travel; | • do;            | • after; | • eat;    |
| • stop;  | • help;   | • walk;          | • pay;   | • go out. |

1. *Smoking* is unhealthy, but a lot people find it difficult to stop. 2. I'm fed up with ... in the city – it's too dirty and crowded. 3. I enjoy ... in the garden at weekends. 4. I ran ten kilometers without ... 5. He left the hotel without ... his bill. I was surprised that she left without ... goodbye to anyone. 6. I'm not really interested in ... to university. 7. That machine? Oh, it's used for ... toasted sandwiches. 8. They don't like ... and go everywhere by car. 9. They've given up ... meat. 10. We were able to translate the letter into English without... a dictionary. 11. It was a very long journey. I was very tired after ... on a train for 36 hours. 12. After ... the same job

for ten years, I felt I needed a change. 13. ... children can be very tiring. 14. We are looking forward to ... you. 15. They are very keen on ... how to play chess. 16. ... television seems to be our national sport. 17. I have decided to stop ... in the evenings so that I can save some money for my holidays. 18. He's an artistic person – very good at... poetry. 19. She is going to continue ... for another two years, until her exams. 20. They hate ..., early in the morning. 21. Thank you for ... me organize the party. 22. We love ... parties.

**4. Complete the sentences so that they mean the same as the sentences in brackets. Use the necessary prepositions.**

*Model:* (Why is it useful to have a car?) What are the advantages of having a car?

1. (I don't intend to lend you any money.) I have no intention ... .  
2. (Helen has a good memory for names.) Helen is good ... . 3. (Mark won't pass the exam. He has no chance.) Mark has no chance ... . 4. (Did you get into trouble because you were late?) Did you get into trouble ... .  
5. (We didn't eat at home. We went to a restaurant instead.) Instead ... .  
6. (Tom thinks that working is better than doing nothing.) Tom prefers working ... . 7. (They got married. They didn't tell any of their friends.) They got married ... . 8. (Our team played well but we lost the game.) Our team lost the game in spite of ... . 9. (They wrote the list of guests then worked out the details of the party.) After ... . 10. (He took the invitation. He didn't even thank her.) He took the invitation without ... . 11. (I wanted him to help us. And he was standing there giving advice.) Instead of ... .  
12. (The astronauts received their final medical check then they boarded their spaceship.) After ... .

**5. Write the correct preposition and write the correct form of the Gerund.**

1. After a long time we eventually succeeded (*find*) a flat. 2. I've been thinking (*look*) for a new job. 3. His parents didn't approve (*stay*) him (*stay*) out so late. 4. I wonder what prevented him (*come*) to the party. 5. I'm getting hungry. I'm looking forward (*have*) dinner. 6. I don't feel (*study*) today. 7. Forgive me (*interrupt*) you but I must ask you a question. 8. The arrested man was suspected (*break*) into a house. 9. Have you ever thought (*get*) married. 10. I've always dreamed (*live*) on a small island in the Pacific. 11. The cold water didn't stop her (*have*) a swim. 12. Have you



ever been accused (*commit*) a crime? 13. She apologized (*be*) so rude to me. 14. We have decided (*buy*) a new car. 15. The student apologized (*miss*) the previous lesson, 16. Concert-goers are asked to refrain (*smoke*) in the auditorium. 17. The police suspect the owner of the store (*start*) the fire himself.

## 5. ДЕЛОВЫЕ КОНТАКТЫ

### Practice Exercises

#### 1. Прочтите и переведите текст.

### LETTER STYLES

*Block style.* Letters in which all the parts begin at the left margin are written in block style. Since this style is easy to format, it's quite popular.

Block style is the most useful to learn because it is accepted everywhere.

*Modified block style.* The date may be centered, begun at the center of the page, or backspaced from the right margin. The closing lines – including the complimentary close, author's name, and author's title – begin at the centre. The first line of each paragraph may begin at the left margin or may be indented five or ten spaces. All other lines begin at the left margin.

*Simplified style.* All lines begin at the left margin. A subject line appears in all caps four blank lines below the inside address. The salutation and complimentary close are omitted. The signer's name and identification appear in all caps four blank lines below the last paragraph. Although seldom seen in business, this letter style is efficient and avoids problem of appropriate salutations and courtesy titles.

*Personal business style.* Individuals preparing their personal letters on plain paper should follow this style. The writer's street and city address appear on lines 11 and 12. The date immediately follows on line 13. The writer may choose block or modified block formatting.

#### 2. Прочтите письма, представленные на рисунках 1–4, и определите стиль каждого письма.

1) *Rodeo Drive Graphics Designers*

2) 3210 Rodeo Drive  
Beverly Hills  
California 90024

3) November, 17, 20xx

4) OUR REF: B/90/0551

5) Mr. Marko Stevenson  
Office Manager  
Galaxy Enterprises  
17690 Ventura Boulevard  
Sherman Oaks, CA 91436

6) Dear Mr. Stevenson,

7) SUBJECT: BLOCK LETTER FORMAT

8) This letter illustrates full block style. All typed lines begin at the left margin. The date is usually typed two inches from the top or two lines below the last line of the letter head, whichever is lower.

This letter also shows open punctuation. No colon follows the salutation, and no comma follows the complimentary close. Although this punctuation style is quite efficient, we find that most of our customers prefer to include punctuation after the salutation and the complimentary close.

If a subject line is included it is typed two lines below the salutation. The word SUBJECT is optional. Most readers will recognize a statement in this position as the subject without an identifying label.

The complimentary close appears two lines below the end of the of the last paragraph. Four lines below the complimentary close appear the typed name and identification of the letter author.

The full block style is quite popular among word processing specialists because it requires fewer keystrokes than any other letter styles.

9) Sincerely,  
10) Rochelle Davis  
Graphics Designer

11) wts

Рисунок 1 – **Letter 1**

- 1) PACIFIC WESTERN COLLEGE  
2) 885 Redwood Highway  
Crescent City, CA 06641  
3) May 12, 19xx  
5) First Federal Banking Services Attention Office Manager  
220 Oceanview Avenue Eureka, CA 95421

6) Ladies and Gentlemen:

8) Here is the information you requested regarding modified, block letter style.

The modified block style letter is different from the full block letter style in two respects: (1) the date may be centered or may appear flush with the right margin, as shown here, and (2) the closing lines begin five spaces to the left of the page center.

In the modified block style letter, paragraphs may be indented five spaces or blocked at the left margin. Either style is acceptable in business offices.

If a letter contains an attention line, it may appear in one of two positions: on the second line of the inside address (as shown here) or two lines below the last line of the inside address block. We recommend that it appear as shown in this letter because it may be copied to the envelope easily with word processing equipment.

Many business organizations prefer the modified block letter style because of its traditional appearance. Enclosed is additional information regarding letter styles.

- 9) Cordially yours,  
10) Darlene McClure, Professor  
Office Technologies Department

11) trt

12) Enclosure

Рисунок 2 – Letter 2

1) \*\*\*Unified Insurance Services  
\*\*\*2560 Fifth Street

2) Albany, NY 14144-0125  
Commercial Residential Life

3) November, 12, 19xx

5) Professor Karen Butts  
Department of Business  
Tompkinss-Cortland Community College  
Dryden, NY 13053-3102

7) SIMPLIFIED LETTER FORMAT

8) This letter, professor Butts, illustrates the simplified letter format that our office prefers. This format has the following features:

1. All lines begin at the left margin.

The salutation and complimentary close are omitted.

2. A subject line in all caps appears three lines below the inside address and three lines above the first paragraph.

3. The author's name and identification appear five lines below the last paragraph.

4. We enjoy this letter style because it's efficient. It's also useful because we no longer must worry about the propriety of salutations, complimentary closes, and individuals' titles. Moreover, this letter style is effective in writing to businesses when we have no individual to address.

10) JAMES D. CLARK, VICE PRESIDENT

11) wre

13) c Victoria Munoz

Рисунок 3 – Letter 3

2) 3420 Concordia Lane  
Moorhead, MN 56560  
3) March, 30, 19xx

5) Ms. Marilyn Theissman, President  
Rochester Health Care Specialists  
1045 Blue Lake Drive  
Rochster, MN 54201

6) Dear Ms. Theissman:

8) At your request I am sending you this message in illustration of the personal business letter style.

This letter style is appropriate for people writing letters as individuals instead of writing as representatives of business organizations.

The heading includes the writer's street and city address, along with the date. These lines begin on line 11 at the center of the page, or they may be blocked to end at the right margin. The inside address appears about four to eight lines below the date, depending upon the length of the letter.

The letter may be typed in block or modified block style with open or mixed punctuation. The paragraphs may be indented or blocked.

The writer signs the letter between the complimentary close and the typed signature. Normally no reference initials are included since the writer has prepared the letter.

9) Sincerely,  
10) Melaine Gable

Рисунок 4 – Letter 4

**3. Укажите, из каких частей состоит каждое письмо (содержание пунктов 1–13).**

**4. Ответьте на следующие вопросы:**

1. Где расположен адрес автора письма?
2. Где располагается адрес лица, которому отправлено письмо?

3. Где пишутся следующие реквизиты:

- дата;
- обращение;
- прощальная фраза?

4. О чем пишется в строке:

- subject;
- attention;
- REF?

5. Что означают:

- слово “enclosure”;
- буква “с”;
- буквы в пункте 11?

**5. Прочитайте текст “Letter 1” и ответьте на следующие вопросы:**

1. Что говорится о пунктуации в тексте “Letter 1”?
2. Где пишется дата?
3. Где пишется имя автора письма?

**6. Прочтите текст “Letter 2” и ответьте на следующие вопросы:**

1. Чем отличается письмо 2 от письма 1?
2. Какой стиль используется в деловой сфере?
3. Где рекомендуется писать строку ATTENTION?
4. Что говорится о вложениях?

**7. Прочтите текст “Letter 3” и ответьте на следующие вопросы:**

1. В чем состоит главное отличие этого письма от предыдущих?
2. В каких случаях предпочтительно использовать данный стиль?
3. Кому высылается копия письма?

**8. Прочтите текст “Letter 4” и ответьте на следующие вопросы:**

1. Кто автор письма?
2. Почему нет ссылок на исходные данные письма?
3. Как заканчивается это письмо в отличие от письма 3?

**9. Прочтите текст и переведите его. Определите, какое приветствие и обращение предпочтительнее использовать.**

## HOW TO APPROACH THE SALUTATION DILEMMA

Letters usually begin with a salutation, a greeting to the reader. This greeting is included to personalize a letter. If the name of the individual receiving the letter is known, the salutation is easy: Dear Kevin or Dear Mr. Roberts or Dear Mrs. Hayden. But what should be used when no name is known?

The salutation dilemma perplexes many writers today. Dear Sirs or Dear Sir, or Madam or Sir (Madam) are old-fashioned, they sound obsolete. Gentlemen. This salutation survives and is used for all-male organizations. Ladies and Gentlemen. Although this salutation is acceptable for addressing organizations with men and women in management, it is cumbersome and conspicuous. It seems to call attention to itself. Dear (company name). When one company addresses another, this greeting seems inappropriate. It is doubtful that Dear General Mills or Dear Honda Motor Company will fill the void by the overthrow of Dear Sirs.

Dear (job title). Dear Honda Motor Company Service Manager as a letter greeting is a somewhat acceptable compromise if all else fails. But it seems to dehumanize the correspondence. Greetings, Salutations, Hail, Please, People, Howdy. These one-word openers all have their champions among individual letter writers across the country.

Whenever possible, of course, try to use the name of the individual to whom you're writing. Generally, include only a courtesy title and the last name, as Dear Ms. Jones. Include the entire name only if gender is uncertain and you cannot decide on the title, as Dear Leslie Jones. One way to avoid the problem with greetings is to use the simplified letter style.

### **10. *Переведите текст.***

## SENTENCE VARIETY AND LENGTH

Good writers vary the length and structure of their sentences. Messages composed totally of sentences that sound the same are monotonous to read. Such messages may also divert the reader's attention from what is being said to how it is being said. Compare these two versions of the same paragraph:

- Lacks variety. We congratulate you on the purchase of your new home. It will be a source of pride and enjoyment for many years. It will increase in value. It can provide a valuable hedge against inflation. We encourage you to protect that investment.
- Shows variety. Congratulations on the purchase of your new home.

We know that it will be a source of pride and enjoyment for many years. As it increases in value, it can provide a valuable hedge against inflation. We encourage you to protect that investment.

The first paragraph bores the reader because it relies solely on simple sentences of about the same length with the same subject-verb-object structure. The second paragraph is more interesting because it includes both short, emphatic sentences and longer sentences with dependent clauses. As a result of its varied structures, the second paragraph is less choppy and more fluent.

Generally, it is best to write short sentences since they are more easily understood. The average sentence length is between 15 and 20 words. This doesn't mean that all sentences should be 15 or 20 words long, however. Effective paragraphs contain a mixture of sentences, some shorter and some longer.

**11. Составьте текст письма из данных предложений.**

Please, give me a call to schedule a "shopping" trip for you and your committee members. We thank you for inviting us to participate in Spring Fashion Show. In preparing to ship your order, I noticed that this is your 15th year as a Mattel customer. Thank you for inviting us to participate in Spring Fashion Show. Please send your order soon. We will be delighted to provide some clothing sample for the May 15 event. We will provide the following; three tailored daytime suits, two dressy dresses, one formal ball gown. I suggest we provide: four casual weekend outfits, two active sports outfits and three tailored daytime dresses or suits.

**12. Напишите письмо блочным стилем.**

**13. Напишите письмо модифицированным блочным стилем.**

**14. Напишите письмо упрощенным стилем.**

**15. Напишите деловое письмо личного характера.**



## КЛЮЧИ К ЗАДАНИЯМ

### Тексты по теме “Экология”

| Номер по порядку  | Задание |                  |     |               |
|-------------------|---------|------------------|-----|---------------|
|                   | 1-е     | 2-е              | 4-е | 5-е           |
| <i>Text 3.1.1</i> |         |                  |     |               |
| 1                 | d       | Yes, it has      | a   | Targets       |
| 2                 | d       | Yes, they were   | c   | Allowance     |
| 3                 | –       | Yes, it does     | –   | Caps          |
| 4                 | –       | No, they won't   | –   | Adoption      |
| 5                 | –       | No, it isn't     | –   | Reduce        |
| <i>Text 3.1.2</i> |         |                  |     |               |
| 1                 | c       | Yes, they are    | d   | Falls         |
| 2                 | b       | Yes, it does     | d   | Genuine       |
| 3                 | –       | No, it wouldn't  | –   | Be coupled    |
| 4                 | –       | No, they don't   | –   | Amass         |
| 5                 | –       | No, it isn't     | –   | Piece of cake |
| <i>Text 3.1.3</i> |         |                  |     |               |
| 1                 | a       | Yes, it is       | a   | Claim         |
| 2                 | a       | Yes, they can    | a   | Impact        |
| 3                 | –       | No, they aren't  | –   | Account for   |
| 4                 | –       | Yes, it will     | –   | Labeled       |
| 5                 | –       | No, it doesn't   | –   | Give up       |
| <i>Text 3.1.4</i> |         |                  |     |               |
| 1                 | c       | No, it isn't     | b   | Assess        |
| 2                 | b       | No, they aren't  | d   | Relevant      |
| 3                 | –       | Yes, it is       | –   | Benefit       |
| 4                 | –       | Yes, it will     | –   | Mandates      |
| 5                 | –       | Yes, it does     | –   | Go beyond     |
| <i>Text 3.1.5</i> |         |                  |     |               |
| 1                 | a       | Yes, it does     | c   | Urban         |
| 2                 | a       | Yes, it will     | b   | Dismantling   |
| 3                 | –       | Yes, they are    | –   | Operation     |
| 4                 | –       | No, it doesn't   | –   | Deploy        |
| 5                 | –       | No, they haven't | –   | States        |

Продолжение

| Номер<br>по по-<br>рядку | Задание |                   |     |                   |
|--------------------------|---------|-------------------|-----|-------------------|
|                          | 1-е     | 2-е               | 4-е | 5-е               |
| <i>Text 3.1.6</i>        |         |                   |     |                   |
| 1                        | a       | Yes, it is        | d   | Built             |
| 2                        | b       | Yes, it has       | b   | Oversight         |
| 3                        | –       | Yes, he must      | –   | Implications      |
| 4                        | –       | No, they were not | –   | Outstanding       |
| 5                        | –       | No, he doesn't    | –   | Maintain          |
| <i>Text 3.1.7</i>        |         |                   |     |                   |
| 1                        | b       | Yes, it was       | b   | Encompass         |
| 2                        | c       | Yes, it is        | d   | Hazard            |
| 3                        | –       | Yes, they do      | –   | Error             |
| 4                        | –       | No, they are not  | –   | Protect, defend   |
| 5                        | –       | No, it didn't     | –   | Commercial        |
| <i>Text 3.1.8</i>        |         |                   |     |                   |
| 1                        | d       | Yes, they are     | a   | Artificial        |
| 2                        | d       | Yes, they do      | a   | Originate         |
| 3                        | –       | Yes, it does      | –   | Investigate       |
| 4                        | –       | No, it isn't      | –   | Duplicate         |
| 5                        | –       | No, it wouldn't   | –   | Value, cost price |
| <i>Text 3.1.9</i>        |         |                   |     |                   |
| 1                        | b       | Yes, it can       | c   | Disseminate       |
| 2                        | c       | Yes, it does      | a   | Products          |
| 3                        | –       | No, they are not  | –   | Existing          |
| 4                        | –       | Yes, it is        | –   | Specific          |
| 5                        | –       | No, it doesn't    | –   | Pollution         |
| <i>Text 3.1.10</i>       |         |                   |     |                   |
| 1                        | b       | Yes, it should    | d   | Appliances        |
| 2                        | a       | No, they may not  | d   | Re-using          |
| 3                        | –       | Yes, it is        | –   | Place             |
| 4                        | –       | No, they don't    | –   | Refuse            |
| 5                        | –       | No, they are not  | –   | At no charge      |

## Окончание

| Номер<br>по по-<br>рядку | Задание |                  |     |                          |
|--------------------------|---------|------------------|-----|--------------------------|
|                          | 1-е     | 2-е              | 4-е | 5-е                      |
| <i>Text 3.1.11</i>       |         |                  |     |                          |
| 1                        | d       | Yes, they were   | a   | Data                     |
| 2                        | a       | Yes, it did      | a   | Yields                   |
| 3                        | –       | Yes, they are    | –   | Average                  |
| 4                        | –       | No, it isn't     | –   | Staple                   |
| 5                        | –       | No, it hasn't    | –   | Precipitation            |
| <i>Text 3.1.12</i>       |         |                  |     |                          |
| 1                        | c       | Yes, it was      | c   | Teething                 |
| 2                        | a       | Yes, it does     | d   | Arrears                  |
| 3                        | –       | Yes, it can      | –   | Tag                      |
| 4                        | –       | No, they aren't  | –   | Self-sufficient<br>dense |
| 5                        | –       | No, they don't   | –   | –                        |
| <i>Text 3.1.13</i>       |         |                  |     |                          |
| 1                        | a       | No, they are not | b   | Residues                 |
| 2                        | a       | No, they may not | d   | Affluent                 |
| 3                        | –       | Yes, it was      | –   | Put into effect          |
| 4                        | –       | Yes, it does     | –   | Sustainable              |
| 5                        | –       | Yes, it has      | –   | Beverages                |
| <i>Text 3.1.14</i>       |         |                  |     |                          |
| 1                        | d       | No, doesn't      | c   | Current                  |
| 2                        | a       | Yes, they do     | a   | Combustion               |
| 3                        | –       | Yes, it is       | –   | Fairly                   |
| 4                        | –       | Yes, there are   | –   | Carbon dioxide           |
| 5                        | –       | No, it isn't     | –   | Feedstock                |
| <i>Text 3.1.15</i>       |         |                  |     |                          |
| 1                        | a       | Yes, they have   | b   | Profitable               |
| 2                        | a       | Yes, they are    | d   | Amount                   |
| 3                        | –       | Yes, it is       | –   | Occur                    |
| 4                        | –       | No, it isn't     | –   | Vulnerable               |
| 5                        | –       | No, it doesn't   | –   | Associated               |

## Тексты по теме “Экономика Беларуси”

| Номер по порядку  | Задание |                  |     |                      |
|-------------------|---------|------------------|-----|----------------------|
|                   | 1-е     | 2-е              | 4-е | 5-е                  |
| <i>Text 3.2.1</i> |         |                  |     |                      |
| 1                 | d       | No, it isn't     | b   | Predict              |
| 2                 | b       | No, they aren't  | a   | State, nation        |
| 3                 | –       | Yes, they do     | –   | Develop              |
| 4                 | –       | Yes, it does     | –   | Term                 |
| 5                 | –       |                  | –   | Assess               |
| <i>Text 3.2.2</i> |         |                  |     |                      |
| 1                 | a       | Yes, it has      | b   | Safeguard            |
| 2                 | a       | Yes, it did      | c   | Recovering, recovery |
| 3                 | –       | No, it isn't     | –   | Invest               |
| 4                 | –       | No, they aren't  | –   | Revenue              |
| 5                 | –       | Yes, they do     | –   | Property             |
| <i>Text 3.2.3</i> |         |                  |     |                      |
| 1                 | d       | No, they haven't | b   | Rural                |
| 2                 | c       | Yes, it is       | a   | Reside               |
| 3                 | –       | Yes, they do     | –   | Fee                  |
| 4                 | –       | Yes, they do     | –   | Establish            |
| 5                 | –       | Yes, they are    | –   |                      |
| <i>Text 3.2.4</i> |         |                  |     |                      |
| 1                 | d       | No, they are     | d   | Thanks to            |
| 2                 | b       | No, they aren't  | a   | Carry out            |
| 3                 | –       | No, it doesn't   | –   | Involve              |
| 4                 | –       | Yes, it does     | –   | Fund                 |
| 5                 | –       | Yes, it does     | –   | Tax                  |
| <i>Text 3.2.5</i> |         |                  |     |                      |
| 1                 | a       | Yes, it does     | a   | Withhold             |
| 2                 | b       | Yes, they are    | b   | Entity               |
| 3                 | –       | No, it isn't     | –   | Excise               |
| 4                 | –       | No, they aren't  | –   | Denial               |
| 5                 | –       | Yes, they are    | –   | Insure               |

## Окончание

| Номер<br>по по-<br>рядку | Задание |                  |     |              |
|--------------------------|---------|------------------|-----|--------------|
|                          | 1-е     | 2-е              | 4-е | 5-е          |
| <i>Text 3.2.6</i>        |         |                  |     |              |
| 1                        | d       | Yes, it can      | c   | Rapidly      |
| 2                        | b       | Yes, they do     | d   | Enhancement  |
| 3                        | –       | Yes, it does     | –   | Modernize    |
| 4                        | –       | Yes, they will   | –   | Advantage    |
| 5                        | –       | No, they haven't | –   | Deposit      |
| <i>Text 3.2.7</i>        |         |                  |     |              |
| 1                        | c       | Yes, it is       | b   | Effect       |
| 2                        | c       | Yes, it does     | c   | Main         |
| 3                        | –       | No, they aren't  | –   | Trade        |
| 4                        | –       | No, it didn't    | –   | Manufacture  |
| 5                        | –       | Yes, it has      | –   | Important    |
| <i>Text 3.2.8</i>        |         |                  |     |              |
| 1                        | b       | Yes, it is       | d   | Extend       |
| 2                        | a       | No, it wasn't    | b   | Preserve     |
| 3                        | –       | No, it wasn't    | –   | Reserve      |
| 4                        | –       | Yes, it does     | –   | Landscape    |
| 5                        | –       | No, it isn't     | –   | Gorgeous     |
| <i>Text 3.2.9</i>        |         |                  |     |              |
| 1                        | d       | No, it isn't     | b   | Capacity     |
| 2                        | b       | Yes, it has      | c   | Favourable   |
| 3                        | –       | Yes, it does     | –   | Manufacturer |
| 4                        | –       | No, it didn't    | –   | Global       |
| 5                        | –       | Yes, it was      | –   | Partner      |
| <i>Text 3.2.10</i>       |         |                  |     |              |
| 1                        | d       | Yes, it was      | c   | Expensive    |
| 2                        | a       | No, it doesn't   | b   | Innovation   |
| 3                        | –       | Yes, it does     | –   | Consumption  |
| 4                        | –       | Yes, it is       | –   | Waste        |
| 5                        | –       | Yes, it will     | –   | Implement    |

## Грамматический справочник

### *Местоимения*

| Номер по порядку | Задание    |            |           |       |          |
|------------------|------------|------------|-----------|-------|----------|
|                  | 1-е        | 2-е        | 3-е       | 4-е   | 5-е      |
| 1                | our        | any        | anybody   | those | little   |
| 2                | himself    | any        | somebody  | that  | a little |
| 3                | them       | any        | nobody    | This  | few      |
| 4                | its        | some (any) | anything  | that  | a few    |
| 5                | ourselves  | some       | something | these | a little |
| 6                | themselves | —          | —         | —     | —        |
| 7                | hers       | —          | —         | —     | —        |
| 8                | it         | —          | —         | —     | —        |
| 9                | yourselves | —          | —         | —     | —        |
| 10               | their      | —          | —         | —     | —        |

### Окончание

| Номер по порядку | Задание |       |         |            |
|------------------|---------|-------|---------|------------|
|                  | 6-е     | 7-е   | 8-е     | 9-е        |
| 1                | a lot   | who   | Neither | the other  |
| 2                | much    | whose | both    | the other  |
| 3                | many    | that  | either  | others     |
| 4                | much    | whose | either  | another    |
| 5                | —       | that  | Both    | the others |

### *Модальные глаголы*

| Номер по порядку | Задание      |             |                    |                                |
|------------------|--------------|-------------|--------------------|--------------------------------|
|                  | 1-е          | 2-е         | 3-е                | 4-е                            |
| 1                | could, can   | can         | must               | could, would                   |
| 2                | may          | must        | has to             | ought to, should, could, would |
| 3                | could, could | can         | are to             | should, could                  |
| 4                | could        | must, could | mustn't (isn't to) | could, should                  |
| 5                | might        | must        | must               | can, must                      |
| 6                | might        | —           | —                  | —                              |

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## ПРИЛОЖЕНИЯ

### *Приложение А*

#### **Примерный список презентаций на тему “Наш университет”**

1. История развития университета.
2. Учебный год и учебные предметы.
3. Факультеты и кафедры университета.
4. Правила внутреннего распорядка университета.
5. Студенческая жизнь.
6. Общественная жизнь в университете.
7. Международная деятельность университета.
8. Спортивная жизнь в университете.
9. Библиотека университета.
10. Музей университета.
11. Студенческий клуб университета.
12. Студенческие общежития.
13. Техническое оснащение университета.
14. Рабочий день студента.
15. Сайт университета.
16. Досуг студентов университета.
17. Газета “Студенческий вестник”.
18. Конкурс “А ну-ка, первокурсник!”
19. Выпускники университета.
20. Университет в будущем.
21. Иностранный язык в моей будущей профессиональной деятельности.

## Quotations

It usually takes me more than three weeks to prepare a good impromptu speech (*Mark Twain*).

Human creatures have a marvelous power of adapting themselves to necessity (*George Gissing*).

No-one wants advice – only corroboration (*John Steinbeck*).

If a thing is worth doing it is worth doing badly (*Gilbert Keith Chesterton*).

Comment is free, but facts are sacred (*Charles Prestwich Scott*).

The customer is always right (*Harry Gordon Selfridge*).

Keep a diary and one day it will keep you (*Mae West*).

There are no dull subjects. There are only dull writers (*Henry Louis Mencken*).

Oh, East is East, and West is West, and never the twain shall meet (*Rudyard Kipling*).

Education is what survives when what has been learned has been forgotten (*Burrhus Frederic Skinner*).

The only way to enjoy anything in this life is to earn it first (*Ginger Rogers*).

Several excuses are always less convincing than one (*Aldous Huxley*).

Generally, the theories we believe we call facts and the facts we disbelieve we call theories (*Felix Cohen*).

There is no formula for success. But there is a formula for failure, and that is trying to please everybody (*Nicolas Ray*).

I never think of the future. It comes soon enough (*Albert Einstein*).

Genius is one per cent inspiration and ninety-nine per cent perspiration (*Thomas Alva Edison*).

You've got a goal. I've got a goal. Now all we need is a football team (*Groucho Marx*).

Even if we can't be happy, we must always be cheerful (*Irving Kristol*).

A joke isn't a joke until someone laughs (*Michael Crawford*).

The great thing about the past is that it's happened (*Frank Norman*).

The most precious things in speech are pauses (*Ralph Richardson*).

## Proverbs

Life is not all cakes and ale.

There is many slip between the cup and the lip.

**Примерная тематика рефератов  
по теме “Высшее образование в Великобритании (США)”**

1. Крупнейшие университеты Великобритании.
2. Крупнейшие университеты Англии.
3. Система образования в университетах Шотландии.
4. Система обучения в Оксфорде и Кембридже.
5. Открытые университеты Великобритании.
6. Система обучения в Эдинбургском университете.
7. Крупнейшие университеты США.
8. Система обучения в университетах США.
9. Открытые университеты США.
10. Система обучения в Гарвардском университете.

**Примерная тематика рефератов  
по теме “Промышленные регионы Беларуси”**

1. Промышленные предприятия Минска и Минской области.
2. Промышленные предприятия Бреста и Брестской области.
3. Основные центры машиностроения Республики Беларусь.
4. Промышленные предприятия Гомеля и Гомельской области.
5. Предприятия легкой промышленности Витебска и Витебской области.
6. Основные центры пищевой промышленности Республики Беларусь.
7. Промышленные предприятия Могилева и Могилевской области.
8. Экономика Гродно и Гродненской области.
9. Основные центры текстильной промышленности Республики Беларусь.
10. Развитие малого бизнеса в регионах Республики Беларусь.

**Примерная тематика рефератов  
по теме “Промышленные регионы Великобритании (США)”**

1. Крупнейшие промышленные предприятия Лондона.
2. Крупнейшие промышленные предприятия Англии.
3. Крупнейшие промышленные предприятия Шотландии.
4. Крупнейшие промышленные предприятия Уэльса.
5. Крупнейшие промышленные предприятия Северной Ирландии.

6. Основные центры тяжелой промышленности Великобритании.
7. Основные центры текстильной промышленности Великобритании.
8. Промышленные предприятия Нью-Йорка.
9. Основные центры тяжелой промышленности США.
10. Основные центры легкой промышленности США.
11. Экономическое развитие регионов США в условиях экономического кризиса.
12. Развитие компьютерной индустрии США.

**Примерная тематика рефератов  
по теме “Технический прогресс  
и глобальные проблемы человечества”**

1. История развития проблемы охраны окружающей среды.
2. Основные факторы загрязнения окружающей среды.
3. Глобальное потепление.
4. Научно-технический прогресс и его влияние на состояние окружающей среды.
5. Методы охраны окружающей среды.
6. Международные организации и их деятельность по охране природы.
7. Источники загрязнения окружающей среды.
8. Загрязнение воздуха.
9. Загрязнение водных ресурсов.
10. Загрязнение почвы.
11. Шум и радиация – источники дискомфорта.
12. Проблема утилизации твердых бытовых отходов.
13. Инновации в энергосбережении.
14. Блага цивилизации: мнимый комфорт.
15. Здоровый образ жизни – важнейшее условие формирования здоровой нации.
16. Мое видение решения экологических проблем.
17. Красная книга Беларуси.

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## АНГЛИЙСКИЙ ЯЗЫК

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руководящих работников и специалистов

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УНИВЕРСИТЕТ ПОТРЕБИТЕЛЬСКОЙ КООПЕРАЦИИ»**

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Гомель 2014